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HOENSHEL'S COMPLETE GRAMMAR

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HOENSHEL'S
COMPLETE
ENGLISH GRAMMAR,
FOR
COMMON AND HIGH SCHOOLS.

BY
E. J. HOENSHEL, A. M.,
President of Kansas Normal College, and Author of
"Practical Lessons in English."

THIRD EDITION, REVISED AND ENLARGED.

TOPEKA, KANSAS:
CRANE & COMPANY, PUBLISHERS.
1897.

(2)

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PREFACE.

ALTHOUGH many text-books on English grammar have appeared within the last few years, the author believes there is a place for one more. Hence the appearance of this book.

The aim has been to make the book brief, but comprehensive; not to comprehend all the "remarks" and "observations" frequently found in grammars, but to contain all that is essential to a practical and scientific knowledge of the English language.

More sentences for analysis and correction could easily have been inserted, but it is believed that the various forms of sentences and clauses, the different constructions of clauses, phrases, and words, and the errors usually made, will be found in the sentences given. Besides, it is much better to give time and thought to a few typical sentences than hurriedly and thoughtlessly to dispose of long lists of sentences selected merely to increase the size and price of the book.

Some may consider this book rather "ancient" in its treatment of the subject. The author has no sympathy whatever with the efforts of those modern reformers (?) who would banish grammar from the schoolroom and substitute for it a mass of loose and illogical material, under the name of "language lessons." Of course, there is a place in our schools for good language lessons, but there is also a place—an important place—for the so-called "old-fashioned grammar." The neglect of the study of technical grammar for the past few years has produced a generation of students (and teachers) able neither to understand an involved sentence nor to use our language correctly. For more than thirty consecutive terms the author has taught an advanced grammar class (composed largely of teachers), in one of our higher institutions of learning, and he feels confident that he is speaking within bounds when he says that not one-half of the rank and file of teachers can parse a verb correctly, can tell when a verb should be singular or plural, or can tell when to use the nominative or the objective form of pronouns.

The book is divided into four parts, each of which can be completed in four months by pupils properly prepared.

These parts of the book are not separate divisions or parts of grammar. Part Two deals with the same subjects as Part One, but gives a more comprehensive treatment. Part Three takes up the same subjects, but goes still more into details: it is, in fact, a complete grammar in itself. Part Four deals only with the more difficult topics, and those about which authors do not agree. This arrangement of the work will enable the pupil that studies grammar but four or five months to get the most important facts of the whole subject. If he can study it for four or five months more, he will get the next most important facts of the subject; and so on for the other parts. The advantages of this method of treatment are certainly apparent to all.

The distinguishing characteristics of the book are:

1. The division into four parts (previously mentioned), thus furnishing the advantages of a four-book series without the inconveniences and expense.

2. The combination of language lessons and grammar, beginning with the former and gradually introducing the latter.

3. The careful development of definitions and statements before they are given.

4. The use of brief and terse language in rules and definitions.

This volume is sent forth with the belief that it will prove beneficial to all who use it.

CAMPBELL UNIVERSITY, HOLTON, KANSAS.

October, 1895.

PREFACE TO THE SECOND EDITION.

In this edition a few errors found in the first edition have been corrected, and a simple system of diagrams has been added.

May, 1896.

PREFACE TO THE THIRD EDITION.

In accordance with the suggestions of many teachers who have been using this book, it has been enlarged by inserting more illustrative sentences, and more sentences for analysis and parsing. The definitions and general plan of the work, which have proved so acceptable to teachers, have not been changed.

LINCOLN, NEBRASKA.

April, 1897.

SUGGESTIONS TO TEACHERS.

THIS book combines both the practical and the theoretical. To be in harmony with its spirit, much writing will be required of the pupil.

But few subjects and outlines for composition work are given. It is believed that each teacher can select topics better suited to the capacity and surroundings of his pupils than the topics selected by any author.

Letter-writing should be introduced early in the course, and should be continued until the pupil can write a neat and correct letter.

It will be noticed that the pupil is required to write sentences illustrating many of the definitions and principles given. This part of the work should not be omitted. It should be increased rather than diminished. These illustrative sentences written by the pupils may be used for additional work in analysis and parsing, if the teacher thinks those given in the book are not sufficient.

The book is divided into lessons, but many of these lessons contain material sufficient for two or three recitations.

The models for parsing should not be neglected. Long experience in schools of various grades has convinced the author that parsing pays when it is well done, and that there cannot be good parsing unless a definite and logical order is used.

Attention is called to the diagrams. The system is simple, yet comprehensive. It comes nearer indicating the part of speech of every word than any other system known to the author. The aim should be, not to diagram the sentence, but to analyze it. The diagram is only an aid to analysis.

The pupil that has mastered the first three parts of this book will have a fair knowledge of grammar. Part Four is intended only for advanced students.

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HINTS ON TEACHING PART ONE.

PART ONE is intended to serve both as a language book and as an elementary grammar. All the parts of speech are introduced, but no classification is given except the division of nouns into proper and common. As soon as the idea of a part of speech has been developed, the correct technical name has been given. I see no reason why pupils cannot learn the terms *noun* and *verb*, for instance, as easily as *name-words* and *action-words*.

Do not neglect the sentence-writing required of pupils. A pupil is not sure that he understands a definition or a principle until he has illustrated it by an example. In all sentence-writing, pupils should try to have their sentences *mean something*. The teacher should not permit them to form the habit of using a few pet words and sentences.

It is probable that words with which the pupils are not familiar have been used in statements and definitions. If so, the meaning of

such words should be carefully developed before the pupils study the statement or definition.

While pupils should have daily drill in language from their first entrance into school, it is not intended that this book should be put into their hands before about the fifth year of school. During the first four years, or while pupils are in the first, second and third readers, they should be trained to make their own supplementary reading by forming original sentences about the topic of the lesson, using only the words already learned. By proper encouragement and training, teachers will find that their pupils will soon write little stories about as sensible as many now found in some of our primary readers.

In these grades a few minutes each day should be spent in conversation about pictures or objects, or in the reproduction of stories. For these exercises in country schools, all pupils below the third reader can be treated as one class.

In this conversation work pupils should be trained to see things connectedly, or in their relation to other objects. If pupils learn to

see in this manner, they will learn to think and to express themselves in the same manner. Every teacher of experience knows that one great defect of children's compositions is sentence-connecting, or connected discourse. A pupil will say in describing a picture, "I see a table. There is a book on the table." If he had been properly trained to see and to express himself, he would have said, "I see a table on which there is a book;" or, "I see a table on which a book is lying."

Sometimes have the children describe acts done in their presence. One child can perform some act, and another can tell or describe what he did; as, "Clarence picked up the book and handed it to John." "Mary went to the desk, picked up her slate, and wrote *cat* on it." True, these are short compositions, but they tell things in their natural order, and thus lay the foundation for long compositions.

Story-telling can be used with much profit. The teacher should be supplied with a number of interesting stories suited to the capacity of children. At a certain time (just after the opening exercises is a good time) the teacher should tell a good story. After he has told it,

PART ONE.

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While reciting, the pupil is expected to "tell a story" about each of the problems; as, "Two dogs were playing in the yard and three more dogs came. Then there were five dogs in the yard." "If I had four apples and should eat one, I would have three apples left." Many different stories can be made from each problem placed on the board, and each child should be encouraged to make a story different from those made by the other children. During the second grade the work can be extended; as,

$$4 \text{ cents} + 2 \text{ cents} - 3 \text{ cents.}$$

To make a story for this problem will require some thinking. The work can be placed on the board without giving names to the numbers; as,

$$6 + 5.$$

$$9 - 4 + 2.$$

Different stories can be made by giving different names to the numbers. As the work should be written in this grade, the pupils will be learning to spell, and they will be learning to spell at the very best time; that is, when they want to use the words. Pupils should not be allowed to guess at the spelling of a word. If they do not know how to spell it, they should

find out from the teacher. Guessing spellers are always poor spellers.

As before stated, PART ONE of this book is not intended for pupils below the fifth grade. If the pupils have had language training in the previous grades, the work here given may be found sufficient ; but if no such training has been received, more work will be required than is given here. The work given is only suggestive. Teachers can give much more along the same lines, or they can prepare original exercises of their own. It would be well for each teacher of primary and intermediate grades to have copies of several different language books.

Much practice in composition work can be given by having pupils write descriptions of familiar objects, animals, and places. An outline should always be prepared for such writing.

When pupils are asked to use a list of words of any kind, they should not use the same word twice. By adhering strictly to this, pupils will soon have a largely increased vocabulary. Many pupils, even in the upper grades, will find it difficult to use three different appropriate adjectives, for instance, with each of six different nouns.

It will be noticed that diagrams are not introduced until after pupils have become familiar with every part of speech, and have had some drill in analysis. This arrangement is used because analysis is of more importance than diagramming.



PART ONE.

LESSON I.

NAMES.—NOUNS.

To the Teacher: Read the Preface, "Suggestions to Teachers," and "Hints on Teaching Part One," before you begin to teach this book.

1. Write your name.
2. Write the names of three of your friends.
3. Write the name of the city or town in or near which you live.
4. Write the name of some other town in your county.
5. Write the name of some place you would like to visit.
6. Write the names of three things you see in the schoolroom.
7. Write the names of three things you have at home.
8. Write the names of three animals.
9. Write the names of three things you can eat.
10. Write the names of two things a boy carries in his pocket.

Some words are the names of persons, some are the names of places, and some are the names of things.*

Names of persons and places should begin with a capital.

Names are called **NOUNS**.

11. Write three nouns that are the names of countries in Europe.

12. Write three nouns that are the names of cities in the United States.

13. Write four nouns that are the names of persons of whom you have read.

14. Write five nouns that are the names of things seen in a city.

LESSON II.

CHRISTIAN NAMES.—SURNAME.—INITIALS.

1. Write your full name.

2. Write the name of your father.

3. Write the name of your brother or sister.

Which part of the names you have just written is the same for all the members of the family?

The last name is called the **FAMILY NAME**, or **SURNAME**.

* Statements in this type should be developed from the work just preceding, and should then be committed by the pupils.

The first name is called the **GIVEN NAME**, or the **CHRISTIAN NAME**.

A person may have more than one Christian name; as, *William Henry King, Oliver Hazard Perry Fultou.*

4. Write the name of some one that has two Christian names.

5. Write the name again, using only the first letter of each part of the Christian name.

6. Write the name of the most populous State in the United States.

7. Write it again, using only the first letter of each part of the name.

The first letter of a word is called its **INITIAL**. When initials are used instead of the name of a person or place, they should be capitals, and a period should be placed after each.

8. Write the initials of your name.

9. Write the initials of the Governor of this State.

10. Write the initials of the President of the United States.

LESSON III.

NAME AND ADDRESS.—REVIEW.

1. Write your name and address; thus,

*Abbie Moss,
Birmingham,
Iowa.*

*Zura Hutchison,
816 Pyle St.,
Kansas City,
Kas.*

Notice the use of the period and comma in writing the address.

2. Write the name and address of some one who does not live in your town.

3. Write the name of some one, and draw one line under the Christian name and two lines under the surname.

4. Write the initials of your father's name.

5. Write the names of five schoolmates, and point out the given name and surname of each.

6. Name the materials of which the following objects are made:

a shoe, a bottle, a coat, a hat.

7. Write the names of five materials of which clothing is made.*

8. Write the names of four materials of which money is made.

9. Write five nouns that are names of things that grow in the ground.

10. Write the initials of these names:

John Henry Green, Richard Grant White, Henry Ward Beecher, Robert Johnson.

11. Write your name and address.

LESSON IV.

**STATEMENTS.—CAPITALS.—“IS” AND “ARE”;
“WAS” AND “WERE.”**

1. Name an animal, and tell something about it; thus, “The dog barks.”

2. Tell something about—
a cat, a horse, birds.

3. State something about—
a tree, a book, boys.

*In writing the nouns asked for, pupils should not use the same noun twice. In all written work, repetition should be avoided as much as possible. In trying to think of new words, they will be learning to think, will be increasing their vocabulary, and will be learning to spell.

A group of words so arranged as to tell something is a **STATEMENT**.

A statement should begin with a capital and close with a period.

4. Write a statement about—

flowers, chalk, a fish, a squirrel, a river.

5. Write a statement about yourself.

What word did you use instead of your own name?

The word **I**, used for your own name, should be a capital letter.

6. Use the word **I**, and make a statement telling—

1. Three things you saw on your way to school.

2. Two things you like to do.

7. Write two statements, using the word **is** in each statement.

8. Write two statements, using the word **are** in each statement.

9. Write two statements, using the word **was** in each statement.

10. Write two statements, using the word **were** in each statement.

Use **IS** and **WAS** when speaking or writing of one.

Use **ARE** and **WERE** when speaking or writing of more than one.

LESSON V.

STATEMENTS—Continued.

1. Write a statement about—

1. Something that swims.
2. Something that lives in the air.
3. Something that burrows in the ground.
4. Something that a farmer raises.
5. Something for which your State is noted.
6. Something seen in the sky.
7. Something found in the mountains.
8. Something found in the forest.
9. Some animal that has different homes for winter and summer.
10. A useful metal.

2. Change these nouns to mean more than one:

boy, girl, bird, flower, apple.

What letter did you add to make them more than one?

3. Copy the following:

one box	a dress	one inch
two boxes	several dresses	many inches

What was added to the above nouns to make them mean more than one?

To nouns ending in **S**, **SH**, **CH**, or **X**, we add **ES** to make them mean more than one.

4. Change these nouns to make them mean more than one:

fox	match	bench	glass
dish	church	watch	bush

LESSON VI.

REVIEW.

1. Fill these blanks with **is** or **are**:

1. These peaches — not ripe.
2. This pencil — too short.
3. John and Robert — good boys.
4. The dog or the cat — in the house.
5. The birds — singing.
6. — the birds singing?
7. — the apples ripe?
8. The book — lost.
9. The trees — tall.

2. Write the above statements again, filling the blanks with **was** or **were**.3. Change **is** to **are**, and **are** to **is**, and write these statements correctly:

1. The apple is sour.
2. The benches are long.
3. These men are sick.
4. The gate is made of iron.
5. Those oxen are black.
6. The man is rich.
7. The bunches are too large.
8. The stove is made of iron.

4. Change **was** to **were**, and **were** to **was**, and write these statements correctly:

1. The boys were sick.
2. The mouse was afraid of the cat.
3. The ducks were swimming in the pond.
4. The man was a soldier.

5. The egg was in the nest.
 6. The bridges were old.
 7. Was the stone in the water?
 8. Were the geese white?
-

LESSON VII.

STATEMENTS — Continued. — “HAVE” AND “HAS.”

1. Copy these statements, and notice carefully the use of **have** and **has**:

1. The girl **has** a doll.
2. Girls **have** dolls.
3. He **has** torn his book.
4. They **have** torn their books.
5. I **have** a knife.

Use **HAS** when speaking or writing about one.

Use **HAVE** when speaking or writing about more than one, or about yourself.

2. Use **have** or **has**, and make a statement about — children, men, coach, sled.
3. Write three statements, using the word **has** in each.
4. Write three statements, using the word **have** in each.
5. Fill these blanks with **have** or **has**:
 1. Birds — claws.
 2. The little girls — gone to school.
 3. I — three books.

4. The boy — gone home.
5. Lucy or Mary — come back.
6. Lucy and Mary — come back.
7. — the doors hinges ?
8. — the lion a mane ?

6. Change **have** to **has**, and **has** to **have**, and write these sentences correctly :

1. The book has leaves.
2. The ships have sails.
3. The child has been crying.
4. The boys have gone.
5. The chicken has feathers.
6. Has the boat arrived ?
7. Have the mice been caught ?

LESSON VIII.

REVIEW.

1. Use **is** or **are**, and write a statement beginning with—

we, she, he, they, you, it.

2. Write the statements again, using **was** or **were**.

3. Use **have** or **has**, and make a statement beginning with—

I, you, we, they, apples.

4. Fill each of these blanks with three of the following words: **is**, **are**, **has**, **have**, **was**, **were**. Complete the statements by adding other words.

1. A tall tree —.
2. Many beautiful flowers —.

3. A dog and a cat —.
 4. My mother and I —.
 5. The bicycle —.
 6. The street-cars —.
-

LESSON IX.

STATEMENTS — Continued.

1. Write the names of —

1. The days of the week.
2. The four seasons.
3. The three winter months.
4. The three spring months
5. The three summer months.
6. The three fall months.

The names of the months and the days of the week should begin with capitals, but the names of the seasons should not.

2. Write a statement about —

1. This month.
2. This season of the year.
3. The first month of the year.
4. The last month of the year.
5. The shortest month.
6. The hottest month.

3. Write a statement naming the different parts of a penknife.

4. Write statements telling the use of each part.

5. Write a statement telling the use of a knife.

6. Combine your statements so that they will form a story or essay about a knife.

LESSON X.

REVIEW.

1. Write a statement, using a noun that is the name of —
a flower, a bird, a fish, an insect, a tree, a vegetable, a fruit, a mineral.
 2. Write a statement about something that is made of —
iron, leather, wool, cotton, bone, gold.
 3. Use each of the following words in a statement.
Use a different noun for each statement:
high, low, green, white, black, blue, yellow, red, brown,
long, short, slow, swift, straight, crooked, useful, hot,
cold, beautiful, sharp, square, gentle, sweet, bitter,
sour.
-

LESSON XI.

REVIEW.

1. Use these words correctly in statements:
ate, eight; do, dew; new, knew; blue, blew; fore, four;
beech, beach; knows, nose; pane, pain.
Try to use each pair of the above words in one statement.
2. Give two rules for the use of the period.
3. Give six rules for the use of capitals.

4. When should you use **is? are? was? were? has? have?**

5. Write a statement telling something that you learn—

by seeing, by hearing, by tasting, by feeling.

6. Use each of these words in a statement, telling what each is, or to what it belongs:

claws	sole	fur	wrist
gable	fleece	mane	horns
paws	bill	spur	belfry

LESSON XII.

DOGS.

1. Write one or more statements telling something about—

1. The size.
2. The color.
3. The different kinds.
4. The covering of the body.
5. How they defend themselves.
6. Their use.
7. A dog you have seen or heard of.

2. Arrange and combine all your statements so that they will form a story or essay about dogs.

LESSON XIII.

1. Use these words correctly in statements:

bow, bough; great, grate; stake, steak; here, hear;
him, hymn; so, sew, sow; die, dye; some, sum; to,
too, two.

2. Fill each of these blanks with **to**, **too**, or **two**:

1. He went — the door.
2. The girl is — sick — go.
3. This lesson is — long.
4. The man was — old — walk — miles.

3. Fill these blanks with **here** or **hear**:

1. My father was — to-day.
2. Did you — the organ?
3. I will stand — and — what you say.

4. Sometimes we use more than one letter of a name, instead of using only the initial. This shortened form is called an **abbreviation**.

5. A period should be used after each abbreviation.

6. Learn these abbreviations:

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

NOTE.— May, June, and July should not be abbreviated.

7. The following are the abbreviations for the days of the week:

Sun.	Tues.	Thurs.	Sat.
Mon.	Wed.	Fri.	

LESSON XIV.

THE INQUIRY.

1. Copy these questions, and examine them closely:

1. Was Mary here?
2. Can Henry read?

A question is also called an INQUIRY.

An inquiry should begin with a capital and close with a question mark (interrogation point).

2. Write an inquiry about—

a bell, a tiger, the sun, glass, school.

3. Write an inquiry, using the word—

is, are, have, was, were, I, he, they, you.

4. Change these statements to inquiries, using the same words:

1. This little boy is asleep.
2. His name is Victor.
3. He will not sleep long.
4. His dog is waiting for him.

5. Change these inquiries to statements, using the same words:

1. Is the man at home?
2. Has a bird wings?
3. Are China and Japan at war?
4. Has Ingalls been senator?
5. Have the children been playing?

LESSON XV.

NOUNS, PROPER AND COMMON.—PUNCTUATION.

1. Copy these statements:

1. A dog can run.
2. Towser can run.

Are **dog** and **Towser** both nouns? What is the difference between them? *

A noun that belongs to some particular one is a **PROPER NOUN**; as, **TOWSER, ROBERT, CHICAGO**.

A name that belongs to any one of a class is a **COMMON NOUN**; as, **DOG, BOY, CITY**.

A proper noun should begin with a capital letter.

2. Copy these names, placing the proper nouns in one column and the common nouns in another:

London	dog	month	girl
boy	city	Susan	May
Thursday	horse	Elmer	Jack

3. Write a proper noun that is the name of —

- | | |
|--------------------------|--------------------------|
| 1. A city in your state. | 5. A river. |
| 2. A sled. | 6. A dog. |
| 3. This day. | 7. A horse. |
| 4. This month. | 8. Our national holiday. |

4. Copy these statements, and examine them carefully:

1. Robert and Mary are good children.
2. Robert, Mary, and Lizzie are good children.

* Lead the pupils to decide that **Towser** means some particular dog, while **dog** may mean any dog.

3. The farmer raises wheat and corn.

4. The farmer raises wheat, corn, and oats.

You will notice that in the first and the third sentence there are two words used alike, while in the second and the fourth there are three words used alike. Three or more words used in this way are called a **series**.

More than two words of the same kind following one after another are called a **SERIES**.

A comma should be placed after each word of a series, except the last.

The word **AND** should be used only between the last two words of a series.

5. Write a statement about —

1. Five things used in a kitchen.
 2. Four kinds of trees.
 3. Three things that are black.
 4. Two things a farmer raises.
-

LESSON XVI.

REVIEW.

1. Write an inquiry about —

1. Three winter amusements.
2. Five domestic animals.
3. Five wild animals.

2. Write a statement about five things that are kept in a grocery.

3. Write a statement about five things that are used as playthings.

4. Write a statement about five things that are kept in a hardware store.

5. Write a statement about ten quadrupeds (four-footed animals).

6. Write a statement about six kinds of trees.

7. Write a statement about ten kinds of birds.

8. Write a statement about eight kinds of materials used in building houses.

9. Write an inquiry about six things that are used for food.

10. Write a statement about four kinds of meat.

LESSON XVII.

THE CAT.

Write an essay about the cat, using the following outline:

- | | |
|------------------------------|--------------------------------|
| 1. The size. | 4. The claws. |
| 2. The color. | 5. How they defend themselves. |
| 3. The covering of the body. | 6. Their use. |

In writing the essay, tell all you can about each part of the outline.

LESSON XVIII.

THE VERB.

1. Copy these statements:

1. Birds sing.
2. The wind blows.
3. Frogs jump.

Which of the above words are nouns? Which words express action?

Words that express action are called **VERBS**.

2. Supply verbs for these nouns:

- | | |
|---------------|-----------------|
| 1. Monkeys —. | 6. The cars —. |
| 2. Fire —. | 7. Wasps —. |
| 3. Snow —. | 8. Lions —. |
| 4. Water —. | 9. Kites —. |
| 5. Indians —. | 10. The army —. |

3. Supply nouns for these verbs:

- | | |
|-------------|---------------|
| 1. — bloom. | 7. — purrs. |
| 2. — leap. | 8. — hisses. |
| 3. — chirp. | 9. — cackles. |
| 4. — climb. | 10. — neighs. |
| 5. — crawl. | 11. — laughs. |
| 6. — roars. | 12. — dives. |

4. Select the verbs and nouns in these sentences:

1. The spider soon caught the fly.
2. The sun shone brightly on the lake.
3. The sailors sang joyfully.
4. Heavy masses of fog floated across the mountains.
5. The visitor passed through the gate.
6. Swallows build nests under the eaves of houses.
7. I walked to the church.
8. The river flows down the valley.
9. The child met me on the road.
10. The blind man fell into the river.

LESSON XIX.

THE VERB—Continued.

1. Copy these statements, and examine the verbs carefully:

- | | |
|----------------------|---------------|
| 1. Birds sing. | 5. I read. |
| 2. The birds sing. | 6. You read. |
| 3. John and Mary go. | 7. He reads. |
| 4. John goes. | 8. They read. |

Verbs ending in S or ES are used in statements and inquiries about one.

Verbs do not end in S or ES when used with I or YOU in statements and inquiries about one.

2. Write three statements about more than one.
3. Write three statements, using a verb that ends in **s**.
4. Write two statements, using a verb that ends in **es**.
5. Correct these statements:
 1. Judith and Lucy goes to school.
 2. I sees you.
 3. The children plays ball.
 4. The boys does not study.
 5. The horse trot slowly.
6. Change these statements and inquiries so that they shall speak of more than one:
 1. The man walks fast.
 2. The child goes to school.
 3. Does the boy study?

4. The lamb plays.
5. Does the eagle fly?

7. Change these statements and inquiries so that they shall speak of only one:

1. Do the Germans like music?
2. Indians hunt.
3. Monkeys chatter.
4. Do geese live in the water?
5. The mice go into the trap.

LESSON XX.

THE COMMAND.

1. Copy these groups of words:

1. Bring me your knife.
2. Do not swear, boys.

Do these groups state something? Do they ask a question?
Do they order or request something to be done?

A group of words that orders or requests something to be done is a **COMMAND**.

A command should begin with a capital and end with a period.

2. Copy these commands and inquiries, and notice carefully the use of the comma:

1. Stella, close the door.
2. Obey your parents, children.
3. Come and see me, Samuel, whenever you can.
4. Mother, may I go with you?
5. Who wrote to you, Alice?
6. Can you, Jennie, solve this problem?

3. Write two commands and two inquiries, using a proper noun for the first word of each.

4. Write two commands and two inquiries, using the name of the person addressed for the last word.

5. Write two commands and two inquiries, placing the name of the person addressed in the middle.

Statements, inquiries, and commands are all called **SENTENCES**.

A statement is a **DECLARATIVE** Sentence.

An inquiry is an **INTERROGATIVE** Sentence.

A command is an **IMPERATIVE** Sentence.

LESSON XXI.

1. Write a declarative sentence, an interrogative sentence, and an imperative sentence, with each of these words:

books, children, Albert, mother, truth, ink.

APPLES.

2. Write sentences about apples, telling where they grow, what is outside, what is inside, their colors, their size, their uses.

LESSON XXII.

1. Notice the punctuation of these addresses:

1. 1235 Vine St., Lincoln, Lancaster Co., Neb.
2. Henry Long, Esq., Room No. 5, Burr Block, No. 856 Kansas Ave., Topeka, Kan.

2. Copy the following, and punctuate correctly:

1. Rev Mr Smith called on Prof R P Brown
2. Mendon Westmoreland Co Pa
3. No 14 La Fayette Ave Charleston Ill
4. Office of Supt City Schools Covington Ky
5. Mr James P Longwell Bridgeport N Y

3. Copy the following sentences, and punctuate correctly:

1. Mr Jones may John be excused from the room
2. Children are you always obedient to your teacher
3. Charles can see hear feel and taste.
4. The little girl loves her father mother brothers sisters
5. March April May are the three spring months.
6. He she it him and they are small words.
7. Where are you going my little friend
8. Sing your best song little bird before I go
9. Tell me boys where you have been
10. Wait for me uncle
11. Boys always speak the truth without fear.
12. Have you seen Charles Samuel and Robert lately

4. Name the nouns in the preceding twelve sentences, except the 6th.

LESSON XXIII.

THE ADJECTIVE.

1. Copy these sentences :

1. The tree was tall.
2. The apple is sweet.

What word tells what kind of tree is meant? What word tells the kind or quality of the apple?

A word that tells the kind or quality of an object is called an ADJECTIVE.

The adjective often precedes the noun ; as, a sweet apple.

2. Name the adjectives in these sentences :

1. Pretty girls and brave boys are found in many countries.
2. A large, tall, green tree is standing in the beautiful meadow.
3. The baby has blue eyes, red cheeks, and curly hair.
4. Fresh water is a pleasant drink.
5. Dear, patient, gentle Nell was gone.

3. Write eight sentences, using a different adjective with each of these nouns :

snow	grass	sky	ball
paper	knife	wood	ice

4. Copy the following words, placing the proper nouns, the common nouns, the verbs, and the adjectives in separate columns :

pretty	garden	girl	weeps	cat
Tom	beautiful	hears	Carlo	sour
long	Springfield	soft	sweet	goes
hard	Rover	blue	chews	cow

5. Write a sentence containing a proper noun, a common noun, an adjective, and a verb.

LESSON XXIV.

ADJECTIVES—Continued.—PUNCTUATION.

1. Copy these sentences, and notice the use of the comma and the word **and**:

1. A long, crooked path leads to the woods.
2. The path is long and crooked.

2. Use two adjectives in a sentence with each of these nouns. Do not repeat. Place the adjectives before the nouns:

chair, apple, peach, stove.

3. Write your sentences again, placing the adjectives after the nouns.

4. Use three adjectives in a sentence with each of these nouns. Do not repeat.* Place the adjectives before the nouns:

eagles, mountains, bees, a ball.

5. Write the sentences again, placing the adjectives after the nouns.

* When the pupil is required to select and use a list of words of any part of speech, it is not expected that he will use the same word twice. If teachers will insist on this, they will soon see quite an increase in the vocabulary of their pupils. Hereafter, the words "Do not repeat" will be omitted.

6. Combine each group of statements into one:

- | | | | |
|------|-------------------|------|-------------------------|
| 1. { | Gold is heavy. | 4. { | A pig squeals. |
| | Gold is yellow. | | A duck quacks. |
| | Gold is precious. | | A hen cackles. |
| | | | A sheep bleats. |
| 2. { | A fish swims. | 5. { | A book is on the table. |
| | A bird flies. | | A bell is on the table. |
| | A frog jumps. | | A box is on the table. |
| 3. { | The dog barks. | | |
| | The cat mews. | | |

LESSON XXV.

SKATING, AND RIDING A BICYCLE.

Write about these two sports, telling fully what each is, when practiced, the pleasures of each, the objections to each. Close by telling which you prefer, and give the reasons for your choice.

LESSON XXVI.

REVIEW.

1. Use each pair of these words in a sentence:

be, bee;	through, threw;	meat, meet;
hear, here;	week, weak;	wood, would;
know, no;	deer, dear;	son, sun;
right, write;	hour, our;	flour, flower;
buy, by;	heal, heel;	beat, beet.

2. Here are two lists of nouns. Select two words, one from each list, and use them in a sentence so that the word from the second list will tell of what some object in the first list is made; thus, "Flour is made of wheat."

(1)	(2)
calico	wheat
a saw	cotton
linen	horn
shoes	wool
flour	leather
flannel	flax
combs	flour
bread	steel

LESSON XXVII.

REVIEW.

1. Write a declarative sentence about—

1. Three things that are sour.
2. Three things that are sweet.
3. Three things that are hard.
4. Three things that are soft.

2. Write an interrogative sentence about—

1. Three things that are heavy.
2. Three things that are light.
3. Three things that are beautiful.
4. Three things that are dangerous.

3. Use three adjectives to describe—

a boy	glass	a doll	snow
a cat	the horse	ice	the sea

4. Name the nouns, verbs, and adjectives in these sentences:

1. A fairy workman hides in every dimpled finger.
 2. The wealthy merchant bought many nice presents for his daughter.
 3. The tall elm bends.
 4. The turbid torrent roared.
 5. The vivid lightning flashes.
 6. The brave leader fell.
 7. The great Napoleon was conquered.
 8. The victorious army of Alexander marched a long distance.
-

LESSON XXVIII.

SUBJECT AND PREDICATE.

1. Copy these sentences:

1. Fire burns.
2. The dog is black.
3. My old cat ran into the house.

You will see that each sentence has two parts. The first part tells what we are speaking about, and the second part tells what we say about the first part.

The part of the sentence that tells what we are speaking about is called the **SUBJECT**, and the part that tells what we say about the subject is called the **PREDICATE**.

2. Use each of these words in a sentence, and draw a vertical line between the subject and the predicate:

Chicago, town, marble, mountain.

3. Supply subjects for these predicates :

- | | |
|------------------------|-----------------|
| 1. — climbs mountains. | 5. — will come. |
| 2. — is gray. | 6. — was here. |
| 3. — are white. | 7. — were here. |
| 4. — are rough. | 8. — has left. |

4. Supply predicates for these subjects :

- | | |
|--------------------|-----------------------------|
| 1. The train —. | 4. Greenland and Iceland —. |
| 2. An old man —. | 5. Grover Cleveland —. |
| 3. The soldiers —. | 6. Asia and Africa —. |

5. Supply two predicates for each of these subjects ;
thus, "The dog bites and barks" :

- | | |
|------------------|-----------------|
| 1. Foxes — —. | 4. Kittens — —. |
| 2. Bears — —. | 5. Apples — —. |
| 3. Teachers — —. | 6. Pupils — —. |

6. Supply three predicates for each of these subjects :

1. Washington — — —.
2. The watchful dog — — —.
3. The studious pupil — — —.
4. A good clerk — — —.
5. A wise man — — —.

7. Supply three subjects for each of these predicates :

1. — — — are large.
2. — — — broke the window.
3. — — — received a prize.
4. — — — howl.

8. Use each of these words in a sentence, and draw a
vertical line between the subject and the predicate :

- | | | |
|---------------|----------------|--------------|
| ball, bawl ; | flea, flee ; | knot, not ; |
| bell, belle ; | grown, groan ; | male, mail ; |
| bare, bear ; | hare, hair ; | ore, oar. |

LESSON XXIX.

THE SCHOOLROOM.

1. Write an essay on the schoolroom, using the following outline:

the size, the doors, the windows, the table, the desks,
any other furniture there may be in the room, the
appearance of the walls, the appearance of the floor.

2. Use each pair of these words in one sentence.

done, dun;	hole, whole;	tale, tail;
pale, pail;	one, won;	heard, herd.

LESSON XXX.

THE OBJECT.

1. Are these sentences complete?

1. Henry struck —.
2. The cat caught —.
3. We wear —.

Some verbs that express action require a word to complete their meaning. This word is called the **OBJECT** of the verb.

2. Write the words that are used as objects in these sentences:

1. We wear clothing.
2. Henry struck Charles.
3. The cat caught a mouse.

4. The eagle saw me.
5. The orator made a speech.
6. Washington gained victories.
7. Aaron Burr killed Alexander Hamilton.
8. The Romans captured Carthage.

3. Use each of these words as the object of a verb :

honey, copper, us, her, cat, me, stockings, them, basket, him, you.

4. Write sentences in which each of these verbs shall have two objects :

chops, choose, eats, drink, sells, tears, sees, study, drives, cooks.

LESSON XXXI.

Name the three different kinds of sentences. With what should every sentence begin? What should be placed after a declarative and an imperative sentence? What should be placed after an interrogative sentence? How many parts has a sentence? What is the subject? What is the predicate? What is the object?

THE SENTENCE.

1. Write the definition of —

a sentence; a declarative sentence; an interrogative sentence; an imperative sentence; the subject; the predicate; the object.

2. Combine your definitions so as to form a connected essay on **The Sentence.**

LESSON XXXII.

THE VERB—Continued.

1. Examine this sentence :

The field is large.

In this sentence the word **is** is a verb, but it does not express action. It simply asserts existence or being.

A word that expresses action or being is a VERB.

2. Sometimes a verb consists of more than one word ;
as —

1. Mary **can read**.
2. The train **has gone**.
3. The letter **should have been written**.

3. Name the verbs in these sentences :

1. Leaves fall to the ground.
2. I know it.
3. Where is he ?
4. We are reading about the lion.
5. The colt has been running through the meadow.

4. Use each of these verbs in a sentence :

has been, is running, should learn, can be seen, will choose, shall be chosen.

5. Write five sentences, each having a verb composed of two words.

6. Write three sentences, each having a verb composed of three words.

7. Try to write a verb composed of four words.

LESSON XXXIII.

REVIEW.

Name the subject, predicate, and object of these sentences, and pick out the nouns, verbs, and adjectives :

1. He sang the songs of his boyhood.
2. The fire burns cheerily.
3. You will lose your place.
4. The orator received great applause.
5. The lofty Andes rise above the clouds.
6. Animals and plants live and grow.
7. A band of robbers plundered the caravan.
8. Crusoe's companions were all drowned.
9. The brave sailor managed his boat skillfully.
10. Did you see that beautiful bird ?

An interrogative sentence should be changed to a declarative before the subject, predicate, and object are picked out. This sentence will become " You did see that beautiful bird."

11. Did he hear the song of the skylark ?
12. The crowd cheered heartily. .
13. The crowd cheered the speaker.
14. Balboa discovered the Pacific ocean.
15. Josephus wrote a history of the Jews.
16. The Swiss scenery is beautiful.

LESSON XXXIV.

THE PRONOUN.

1. Examine these sentences :

1. John learns because he studies.
2. I go to school.

In the first sentence, is **he** the name of anything? Is it a noun? Who studies? What word is used instead of **John**?

In the second sentence, who goes to school? Is the word **I** a noun? The word **I** is used instead of what word? (It is used instead of the name of the speaker.)

The words **I** and **he** are **Pronouns**.

A word used for or instead of a noun is a PRONOUN.

2. Copy the pronouns in these sentences :

1. They are good boys.
2. Henry has his book.
3. The children study their lessons.
4. She scolded him.
5. Can you see us?
6. Here is the boy who was hurt.
7. This is the man whom you saw.

3. Fill each of these blanks with a pronoun :

1. — are my friends.
2. — is my friend.
3. — went to —.
4. The teacher told — to go.
5. The pupils have lost — books.
6. — must go with — and —.

4. Write three declarative, three interrogative, and three imperative sentences, using a different pronoun in each sentence.

LESSON XXXV.

THE ADVERB.

1. Copy these sentences :

1. He writes well.
2. The pitcher is here.

What word tells **how** he writes? What word tells **where** the pitcher is?

Well and **here** are **adverbs**, modifying the verbs **writes** and **is**.

3. The apple is very sweet.
4. You came too soon.

What part of speech is **sweet**? What word tells **how** sweet? What does **soon** tell? What part of speech is **soon**? What word tells **how** soon?

In these sentences **very** and **too** are **adverbs**.

A word used to modify a verb, an adjective, or an adverb, is an ADVERB.

2. Write a sentence with each of these adverbs :

early, often, always, kindly, rarely, quietly, bravely, gently, very, nicely.

3. Write three sentences in which an adverb modifies a verb.

4. Write three sentences in which an adverb modifies an adjective.

5. Write three sentences in which an adverb modifies an adverb.

6. Copy these adjectives and adverbs:

<i>Adjectives.</i>	<i>Adverbs.</i>	<i>Adjectives.</i>	<i>Adverbs.</i>
quick,	quickly;	bright,	brightly;
bold,	boldly;	bad,	badly;
nice,	nicely;	sweet,	sweetly;
rapid,	rapidly;	careless,	carelessly.

How are the adverbs in the above list made?

7. Write two sentences, each containing three adjectives and two adverbs.

LESSON XXXVI.

Name the subject, predicate, and object of these sentences. Pick out the nouns, pronouns, verbs, adjectives, and adverbs:

1. Frank and I were laughing heartily.
2. She and I sat at the window.
3. The task was soon accomplished.
4. A man is easily known by the company he keeps.
5. Pronounce your words distinctly and correctly.
6. The men worked hard and fast, and the rocks were soon removed.
7. How long did you remain in the city?
8. The traveler walked slowly because he was very tired.
9. This topic will be fully discussed later.
10. I ate dinner hurriedly yesterday.
11. A winter so cold has never been known before.
12. We all laughed very heartily.
13. The birds chirp merrily.
14. The boat glides very gracefully.

LESSON XXXVII.

THE PHRASE.

1. Examine these groups of words:

ripe apples
in the house

a truthful child
under the tree

Are the above words properly put together? Does each group express a complete thought?

A group of words properly put together, but not expressing a thought, is a PHRASE.

2. Copy the following groups of words. Write the sentences in one column, the phrases in another, and those which are neither sentences nor phrases in a third:

- | | |
|-----------------------|--|
| 1. Fell heavily. | 7. There was a heavy rain. |
| 2. Covered with snow. | 8. To the city. |
| 3. The grass is tall. | 9. Speak the truth. |
| 4. City to the. | 10. The ground was covered
with snow. |
| 5. Over the barn. | 11. Grass tall. |
| 6. Careful thinking. | |

3. Add phrases to these sentences:

1. The birds fly —.
2. Axes are made —.
3. The house stands —.
4. The largest city — is —.
5. The lambs play —.

4. Write ten sentences, each containing a phrase.

LESSON XXXVIII.

REVIEW.

1. Add to each of these sentences at least one adjective, one adverb, and one phrase :

1. Boys study.
2. Waves dashed.
3. The soldiers wore uniforms.
4. The speaker was applauded.
5. Houses are built.
6. Books should be read.
7. The sun is shining.
8. Snow falls.
9. The visitor will be here.
10. The deer fled.

2. Enlarge these sentences by adding several modifiers to each. Example: "Birds fly." "At the approach of cold weather, many birds fly toward the south in search of a warmer climate."

1. The horse drinks.
2. The boy was punished.
3. The whole earth smiles.
4. That dog growls.
5. Those books have been read.
6. Locomotives whistle.
7. The boat glides.
8. Columbus discovered America.
9. Stars shine.
10. Lions roar.

LESSON XXXIX.

THE PREPOSITION.

1. Copy these sentences :

1. The cat is in the house.
2. The cat is on the house.
3. The cat is under the house.

In these sentences the words **in**, **on**, and **under** show the situation of the cat with reference to, or in relation to, the house. We might say the cat is **by**, **before**, **beside**, or **behind** the house. The words **in**, **under**, **on**, **before**, etc., are **Relation words**, or **Prepositions**.

2. Write six sentences, each containing a preposition.

3. Write a sentence containing the preposition :

at, through, across, toward, upon, during, by, over,
among, between.

You will notice that a preposition is nearly always followed by a noun or pronoun. The noun or pronoun is called the **object** of the preposition, and may be modified by one or more adjectives; as, "He went to a good school." Here **school** is the object of the preposition **to**, and has two modifiers, **a** and **good**.

4. Write sentences in which each of these words shall be used as the object of a preposition:

armor	them	keg	neighbor	him	story
pond	her	piano	ice	it	coachman

LESSON XL.

THE CONJUNCTION.

1. Examine these sentences :

1. Mary and Lucy read.

What word connects **Mary** and **Lucy** ?

2. Mary reads and Lucy writes.

How many thoughts or assertions in this sentence ?

What word connects the assertions ?

3. Mary studies, but Lucy recites.

What word connects the two thoughts ?

2. Name the connecting words in these sentences :

1. Mary learns because she studies.

2. Walter writes well, but slowly.

3. She or I will go.

4. The laborer worked, although he was sick.

Connecting words are called CONJUNCTIONS.

8. Fill these blanks with conjunctions :

1. He will neither go — send anybody.

2. He works hard — he is old.

3. I will go — you will.

4. Vanderbilt became rich — he was careful.

4. Write five sentences, each having a conjunction.

5. Use each pair of the following words in a sentence. Name the conjunctions in the sentences you write:

all, awl ;

reed, read ;

toe, tow ;

bow, beau ;

sole, soul ;

weigh, way ;

flew, flue ;

steel, steal ;

seem, seam.

LESSON XLI.

THE INTERJECTION.—REVIEW.

1. Examine these sentences :

1. Hurrah! It snows.
2. Ah! What a disaster that was.
3. Alas! I cannot go.
4. O, look at the sun!

What words in these sentences are used to express feeling or emotion?

Notice the punctuation of the above sentences.

A word used to express strong feeling or emotion is called an **INTERJECTION**.

2. An exclamation point (!) should be used after every interjection, except O.

3. Write five sentences, each containing an interjection.

4. Write three sentences, each containing a preposition and a conjunction.

5. Write a sentence containing a noun, a pronoun, an adjective, a verb, an adverb, a preposition, and a conjunction.

6. Write sentences illustrating two rules for the use of the comma.

7. Write sentences illustrating three rules for the use of the period.

8. Write sentences illustrating three rules for the use of capitals.

LESSON XLII.

QUOTATIONS.

1. Copy these sentences :

1. The man said, "You must not take my apples."
2. "I wish I had a kite," said Clarence Reed.
3. "Come, Fannie," said Julia, "and go with me."

Who said part of the first sentence? Of the second? Of the third?

Words and sentences borrowed from another are called QUOTATIONS.

2. In the quotations just used, observe :

1. The marks that inclose the quotations.
2. That in the third sentence the quotation is broken in two, and the quotation marks inclose each part.
3. That the quotation is separated from the rest of the sentence by a comma.
4. That when a quotation expresses a thought, it should begin with a capital.*

3. Copy these sentences, and place quotation marks where necessary :

1. Watch my horse, and I'll give you a dime, said the soldier.
2. The cat said, I'll catch you, little mouse.
3. I know, said Charles, what you want.
4. The boy said, Come here, Towser.

4. Write five sentences, using quotations.

*It is not thought best to speak of direct or indirect quotations in this place.

5. Imagine two boys, Ralph and Arthur, talking about the Fourth of July. Write what they might say to each other, using quotation marks where necessary.

LESSON XLIII.

REVIEW.

Point out the nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions in these sentences. Tell whether the nouns are proper or common. Name the subject, predicate, and object:

1. Roses delight us with their color and fragrance.
2. The music of the organ resembles the roar of the thunder.
3. Charles Dickens was buried in Westminster Abbey.
4. Swallows sometimes build their nests in chimneys.
5. Dates grow on palm trees.
6. Cæsar gained very many victories.
7. A large basket was filled with ripe peaches.
8. People often make mistakes.
9. The inhabitants of Switzerland are very industrious.
10. He is an exceedingly careful workman.
11. The careless boy lost his coat and his cap.
12. The wind and the rain delayed our journey.
13. Sooner or later we must pass away.
14. I never before saw a more beautiful sight.
15. The weary father gently kissed his sick child.
16. She gave her sister a new book.

LESSON XLIV.

THE COW.

1. Write one or more sentences telling something about—

1. The size.
2. The color.
3. The different kinds.
4. The covering of the body.
5. How they defend themselves.
6. Their use.

2. Arrange and combine all your sentences so that they will form a story or essay about the cow.

LESSON XLV.**REVIEW.**

1. Name the nouns, pronouns, etc., as in Lesson 43:

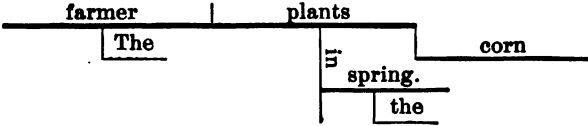
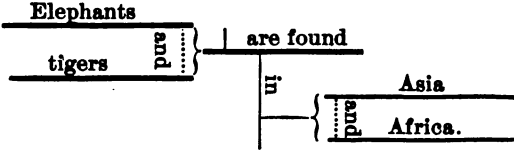
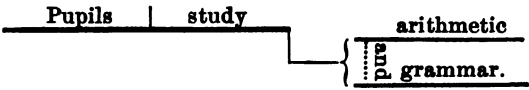
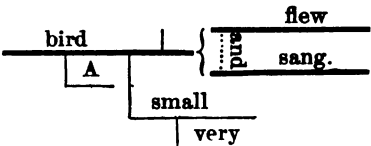
1. Some very large diamonds were bought.
2. The birds and flowers have now appeared again.
3. Bad habits are seldom overcome.
4. Good men are very frequently abused by bad men.
5. Some mountains are high and grand.
6. Every man should carefully think for himself.
7. We saw many beautiful works of art.

2. Insert commas, capitals, and quotation marks, where necessary, in these sentences:

1. Longfellow says learn to labor and to wait.
2. He also says art is long and time is fleeting.
3. Hard work said he is the key to success.
4. Night is the time for rest says the poet.
5. The child is father of the man writes Wordsworth.
6. How many are you then said I if they two are in heaven?
7. 'Tis only noble to be good says Tennyson.
8. He said to the wild sea be still.

LESSON XLVI.

DIAGRAMMING.

1. 
2. 
3. 
4. 

5.

Sugar		is —	sweet.
-------	--	------	--------
6.

mountains		are —	} <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>high</td></tr><tr><td>pure</td></tr><tr><td>grand.</td></tr></table>	high	pure	grand.
high						
pure						
grand.						
Some						
7.

Mary	}		live
Lilly ×			
Kate			

here.

EXPLANATION OF THE DIAGRAMS.

The subject and predicate are written on heavy horizontal lines. The subject and predicate are separated by a short vertical line. The object is placed after the predicate and a little below it.*

Adjectives and adverbs are placed under the words they modify. An adjective in the predicate is separated from the verb by a dash.

In the seventh diagram, the word *and* is left out between *Mary* and *Lilly*. Its place is marked with a cross (×).

Other points in the diagrams need no explanation.

8. Diagram the sentences in Lesson 48 (except the 10th and 16th).

LESSON XLVII..

1. Diagram the sentences in paragraph 1, Lesson 45.
2. Diagram these sentences:
 1. Shakespeare wrote plays and poems.
 2. Gates, Arnold, and Wayne fought in the Revolutionary War.
 3. Our teacher has traveled in Europe, Asia, and Africa.
 4. The short, dreary days have come.

* The object is placed below the predicate because it really modifies the predicate. Some call the object an *objective modifier*.

5. Man suffers for every wrong deed.
 6. Pupils should always obey cheerfully.
 7. Quite long lessons are sometimes given.
 8. The birds have come back rather early.
 9. An education is not acquired in a short time.
 10. A large tree stands on the top of the hill.
-

LESSON XLVIII.

CITY OR COUNTRY.

Write an essay, telling whether you would rather live in the city or in the country, and give reasons for your choice. Be careful about your spelling and punctuation.

PART TWO.

LESSON I.

NOUNS—CLASSIFICATION.

1. A Noun is the name of anything; as, **London, city, man, hope.**

2. A Proper Noun is the name of a particular person, place, or thing; as, **Charles, London, Towser.**

3. A Common Noun is a general name, and can be applied to any one of a class; as, **boy, city, dog.**

Some nouns are the names of groups of persons or things; as, **audience, fleet.**

Such nouns are called **Collective Nouns.**

4. A Collective Noun is a name applied to a group of objects; as, **flock, swarm, company.**

Some nouns are applied to qualities or conditions of persons or things; as, **wisdom, cold, height.** We can think of **wisdom, cold, and height** without reference to any particular person or thing as having these qualities or conditions. Such nouns are called **Abstract Nouns.**

5. An **Abstract Noun** is the name of a quality, not of a substance;* as, **beauty, virtue, whiteness.**

Collective and abstract nouns are common nouns.

*A substance is anything that has weight.

6. Name the subject, predicate, and object of these sentences. Copy all the nouns, placing the proper, the common, the collective, and the abstract nouns in separate groups.

The collective and the abstract nouns will be written twice; they will be written with the common nouns, and also in groups of their own.

1. The Legislature adjourned at ten o'clock.
 2. The Mississippi river has a length of four thousand miles.
 3. The lowing herd winds slowly o'er the lea.
 4. Honor and shame from no condition rise.
 5. Who wrote *Paradise Lost*?
 6. Time had worn deep furrows in his face.
 7. The lilac bears long clusters of flowers.
 8. A gang of thieves was captured by the police.
 9. The bravery of the soldier was remarkable.
7. Diagram the sentences in paragraph 6.
-

LESSON II.

CAPITALS.—PUNCTUATION.—REVIEW.

1. A capital letter should be used —

1. For the first letter of every sentence.
2. For the first letter of every proper noun.
3. For the first letter of every line of poetry.
4. For the first letter of every direct quotation.
5. For initials that represent proper nouns.
6. For the words **I** and **O**.
7. For the first letter of all names applied to the Deity.
8. For the first letter of the days of the week and the months of the year; but the names of the seasons should not begin with a capital.

2. A letter or letters are often used for a word of which they are a part; as, **Gen.** for **General**, **doz.** for **dozen**. These shortened forms are called **Abbreviations**.

3. A period should be used —

1. At the close of each declarative and imperative sentence.
2. After each initial.
3. After every abbreviation.

4. A comma should be used —

1. To separate the name of the person addressed from the remainder of the sentence.

If the name is not at the beginning or end of the sentence, two commas must be used.

2. To separate the words of a series.

The word *and* is seldom used except between the last two of a series, but if *and* is used between every two, no comma should be used. Examples: The farmer raises wheat, corn, and oats. The farmer raises wheat and corn and oats.

5. The interrogation point should be used at the close of every interrogative sentence.

6. Write two sentences, each containing a noun that is the name of —

1. A class of animals.
2. A class of trees.
3. A class of buildings.
4. A class of flowers.
5. A special animal.
6. A special building.
7. A special book.
8. A class of books.

7. Write a sentence containing a noun that names a collection of—

- | | |
|---------------|--------------|
| 1. Bees. | 5. Fish. |
| 2. Soldiers. | 6. Wolves. |
| 3. Sailors. | 7. Chickens. |
| 4. Buffaloes. | 8. Thieves. |

8. Write a sentence containing an abstract noun meaning nearly the same as—

- | | |
|---------------|------------|
| 1. Beautiful. | 6. Strong. |
| 2. Cheerful. | 7. High. |
| 3. Sweet. | 8. Wide. |
| 4. Proud. | 9. Hard. |
| 5. Deceive. | 10. Wise. |

LESSON III.

GENDER.

Several parts of speech are subject to changes in form and meaning; as: boy, boy's; girl, girls; large, larger; read, reads. Such changes of form or meaning are called **Properties** or **Modifications**.

1. **Gender** is a distinction of nouns and pronouns in regard to sex.

2. Nouns and pronouns that refer to males are of the **Masculine Gender**; as, father, he, Henry, king.

3. Nouns and pronouns that refer to females are of the **Feminine Gender**; as, sister, she, Mary, queen.

4. Nouns and pronouns that refer to objects neither male nor female are of the **Neuter Gender**; as, **tree, city, it, house.**

5. Nouns and pronouns that refer to either males or females, or both, are of the **Common Gender**; as, **parent, bird, they, children.**

6. Notice these nouns:

brother, sister; lion, lioness; manservant, maidservant.

You will notice that the gender is shown in different ways.

7. The gender of nouns is shown in three ways: by using different words, by using different endings, and by placing different words before a noun of the common gender.

8. Copy these masculine nouns, and opposite each write the corresponding feminine form:

bachelor	husband	uncle	emperor
boy	king	man	Mr.
brother	nephew	actor	he-goat
father	son	tiger	landlord

9. Name the gender of each noun in these sentences:

1. The Greeks were brave soldiers.
2. Idleness is the parent of vice.
3. The actress was weeping bitterly.
4. The moon receives its light from the sun.
5. Solomon had sheep, oxen, menservants, and maidservants.
6. The teacher took the child in her arms.
7. The last ray of sunshine departed.
8. I sat beside the cheerful fire.

10. Write three sentences having masculine subjects and feminine objects.

11. Write three sentences having feminine subjects and neuter objects.

12. Write three sentences having nouns of the common gender for subjects.

The tendency of modern writers is to omit the feminine ending from many words to which it was formerly attached. This tendency should be encouraged, for we have no need of such words as **authoress**, **editress**, and **instructress**.

LESSON IV.

PERSON.

1. Examine these sentences:

1. I, John, am sixteen years old.
2. Henry, you are sixteen years old.
3. William says he is sixteen years old.

You will observe that **I** and **John** in the first sentence refer to the speaker, that **Henry** and **you** in the second sentence refer to the person spoken to, and that **William** and **he** in the third sentence refer to the person spoken of. This change in the use of nouns and pronouns is called **Person**.

2. Person is that property of a noun or pronoun which denotes the speaker, the person spoken to, or the person spoken of.

3. The **First Person** denotes the speaker; as, "**I**, **Paul**, am an apostle."

4. The **Second Person** denotes the person spoken to; as, "**James**, come here." "**Mr. President**, I second that motion."

5. The **Third Person** denotes the person or thing spoken of; as, "**Cæsar** was a **general**." "I heard the **thunder** roar."

6. Name the gender and person of the nouns and pronouns in these sentences:

1. Friends, I am glad to see you.
2. Are these trees old?
3. Are you here too, Brutus?
4. The citizens believe that they are not in the wrong.
5. Queen Victoria is Queen of England.
6. When Lucy had solved the problem she said, "I have it."

7. Write a sentence having for its subject—

1. A proper noun, masculine, third person.
2. A pronoun, masculine, second person.
3. A pronoun, feminine, second person.
4. A pronoun, neuter, third person.
5. A pronoun, masculine, first person.
6. A common noun, feminine, third person.
7. A common noun, common gender, third person.

8. Use each of these words in sentences:

fir, fur; hose, hoes; pray, prey; in, inn; peace, piece;
rode, road, rowed.

LESSON V.

NUMBER.

1. **Examine these nouns and pronouns :**

book, books ; box, boxes ; I, we ; he, they.

You will observe that some of them mean one, and some mean more than one. This change in meaning is called **Number**.

2. Number is that modification of a noun or pronoun by which it denotes one or more than one.

3. The **Singular Number** denotes but one.

4. The plural number denotes more than one.

5. Most nouns form the plural by adding **s** to the singular ; as, **tree, trees ; eagle, eagles**.

6. Notice these singular and plural nouns :

dress, dresses ; bench, benches ; fox, foxes ; dish, dishes.

If you add **s** to these singular nouns, you will find that you cannot pronounce them without making an additional syllable. The plural of such nouns is formed by adding **es**.

7. Nouns ending in **s, z, x, sh, and ch** form the plural by adding **es**.

8. **Examine these singular and plural nouns :**

boy, boys ; lady, ladies.

What letter precedes **y** in **boy** ? Is it a vowel or a consonant ?
What letter precedes **y** in **lady** ? Is it a vowel or a consonant ?

9. Nouns ending in **y** preceded by a vowel form the plural by adding **s**. Nouns ending in **y** preceded by a

consonant form the plural by changing **y** to **i** and adding **es**.

10. Most nouns ending in **f** and **fe** form the plural by adding **s**. The following change **f** and **fe** to **v** and add **es**:

beef, calf, half, knife, leaf, life, self, shelf, thief, wife, wolf.

11. Write the plural of each of the following nouns, and give the rule:

latch	body	brush	county
safe	sky	circus	pony
proof	roof	berry	ferry
wife	chief	city	baby
daisy	half	turkey	buggy

LESSON VI.

NUMBER—Continued.

1. Some nouns form their plural irregularly; as—

child, children;	goose, geese;
foot, feet;	man, men;
mouse, mice;	ox, oxen;
tooth, teeth;	woman, women.

2. A few nouns have the same form in both numbers: as, one **deer**, several **deer**; one **sheep**, many **sheep**.

3. Some nouns have no singular; as, **ashes**, **scissors**, **tongs**, **cattle**.

4. Change the nouns of these sentences from the singular to the plural, and write the sentences correctly.

1. The alley is narrow.
2. The branch is long.
3. The army has marched a long distance.
4. The monkey is a cunning animal.
5. A large fly is on the plate.
6. My pony is black and my ox is brown.
7. The thief stole a muff and a calf.

5. Examine these sentences :

1. This man is old.
2. That boy is skating.
3. These men are old.
4. Those boys are skating.

6. **This** and **that** are used with singular nouns, and **these** and **those** with plural nouns.

7. Use **these** instead of **this**, and **those** instead of **that**, and rewrite these sentences :

1. This lady has a bonnet.
2. That ox is large.
3. That tooth is decayed.
4. This knife has two blades.
5. Was this penny made in 1894?
6. That wild goose is going south.

8. Fill these blanks with **this**, **that**, **these**, and **those**, in turn, and write the sentences correctly :

1. I do not like — kind of apples.
2. — sort of berries is not sweet.
3. The teacher likes to have — kind of boys in his school.

9. Use each of these words in a sentence having a singular subject :

fair, fare ; seller, cellar ; sent, cent, scent ; gate, gait ;
red, read ; sees, seas, seize.

10. Use each of these words in a sentence having a plural subject:

lie, lye; tax, tacks; pare, pair, pear; sell, cell; ware.
wear; to, two, too.

LESSON VII.

REVIEW.

1. Write the plural of each of these words:

body	gallery	copy	dairy
lily	kidney	journey	donkey
pulley	poppy	child	truth
gulf	valley	chimney	trout

2. Write the singular of these nouns:

oxen	mice	wages	salmon
series	measles	mumps	shears
feet	swine	juries	thanks

3. Change the nouns of these sentences from the singular to the plural, and rewrite the sentences:

1. The lady sang a song.
2. My pony has white feet.
3. The leaf of the palm tree is large.
4. One family lives in that old house.
5. A large salmon was caught in the river.

4. Name the gender, person, and number of each noun in these sentences:

1. The topaz is a beautiful gem.
2. The traveler delighted us by singing a solo.
3. My friends, why do you return so soon?
4. I, John, saw all these things.
5. The deer were admiring themselves in the brook.
6. The farmer was breaking prairie with three yoke of oxen.
7. Mr. President, I rise to ask a question.

5. Diagram the sentences in paragraph 3.

LESSON VIII.

CASE—NOMINATIVE AND OBJECTIVE.

1. Examine these sentences:

1. The man is sick.
2. I know the man.
3. The book belongs to the man.
4. I have the man's hat.

You will observe that a noun (or a pronoun) may have different offices in a sentence. It may be the subject, it may be the object of a verb or preposition, or it may denote possession. These different offices of nouns and pronouns are called **Cases**.

2. A noun or pronoun used as the subject of a sentence is in the **Nominative Case**.

3. A noun or pronoun used as the object of a verb or preposition is in the **Objective Case**.

4. Give the case of all the nouns in these sentences:

1. The dog caught the pet kitten.
2. Burgoyne surrendered at Saratoga.
3. The Second Continental Congress convened at Philadelphia.
4. The temple of Jupiter was in Rome.
5. The dog ran under the house.
6. Can the deer run?
7. Have the men returned from the city?
8. Education gives power.
9. Necessity never made a good bargain.
10. No man can hide his shame from heaven.

5. Write three sentences, each having a noun in the objective case, object of a verb, and a noun in the objective case, object of a preposition.

6. Examine this sentence:

Milton was a poet.

Is **poet** part of the predicate? Does it mean the same person as **Milton**? Does the verb **was** express action? Can **poet** be the object of **was**?

7. When a noun forms part of the predicate and denotes the same person or thing as the subject, it is called a **Predicate Noun**, or **Predicate Nominative**, and is in the same case as the subject.

The predicate nominative may be a pronoun; as, "I am **he**."

The predicate nominative is sometimes called **Attribute Complement**.

8. Name the predicate noun in each of these sentences:

1. Cæsar was the conqueror of Gaul.
2. Harvey was the discoverer of the circulation of the blood.
3. Grant was the leader of the army.
4. Defoe was the author of "Robinson Crusoe."
5. They had been friends in youth.
6. Washington has been called the Father of his Country.
7. The studious boy became a good scholar.

LESSON IX.

CASE—FORMATION OF THE POSSESSIVE.

1. A noun or pronoun used to denote possession is in the **Possessive Case**.

2. In these sentences examine the nouns that are in the possessive case:

1. The boy's hat is torn.
2. The boys' hats are torn.
3. The child's books are new.
4. The children's books are new.

3. Singular nouns, and plural nouns not ending in *s*, form the possessive by adding the apostrophe (') and *s*.

Plural nouns ending in *s* form the possessive by adding the apostrophe only.

When you wish to write the possessive plural of a noun, write the plural first, then examine it before you decide whether to add the apostrophe only or the apostrophe and *s*.

4. Write the possessive singular, the plural, and the possessive plural of these nouns; thus—

<i>Pos. Sing.</i>	<i>Plural.</i>	<i>Pos. Plural.</i>
boy's.	boys.	boys'.

bird, man, child, dog, lady, woman, box, horse.

5. Change these expressions to the form of the possessive case; thus—

The hat of the lady—The lady's hat.

1. The hats of the ladies.
2. The store of the farmers.
3. The shoes of the children.
4. The feathers of the bird.
5. The feathers of the birds.
6. The wings of the butterflies.
7. The tails of the monkeys.
8. The records of the ball-players.
9. The decision of the judges.*

* These exercises should be continued until the pupils can form the possessive without making mistakes.

LESSON X.

REVIEW.

1. Name the case of each noun in these sentences :

1. The teacher and pupils heard the girl's song.
2. December's cold and-dreary days are here.
3. Cæsar conquered Gaul.
4. Harvey discovered the circulation of the blood.
5. Grant led the army.
6. Defoe wrote "Robinson Crusoe."
7. The Romans conquered the civilized world.
8. The grim beadle now made a gesture with his staff.
9. The waves rush in on every hand.
10. Grandfather's chair stood by the fireside.
11. The laws of nature are the thoughts of God.
12. Franklin invented the lightning rod.
13. Fulton was the inventor of the steamboat.
14. The people of Denmark, Norway, and Sweden are called Scandinavians.
15. Roger Williams was the founder of Rhode Island.
16. Lee surrendered his army to Grant.

2. Use each of these nouns in six sentences: First, in the nominative case, subject; second, in the nominative case, predicate; third, in the objective case, object of a verb; fourth, in the objective case, object of a preposition; fifth, in the possessive singular; sixth, in the possessive plural.

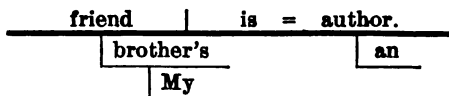
squirrel, mountain, coward, pony.

3. We now see that the modifications of nouns are gender, person, number, and case.

LESSON XI.

1. Notice this diagram :

My brother's friend is an author.



EXPLANATION.

A noun or pronoun in the possessive case is placed as a modifier of the word denoting the thing possessed.

A noun or pronoun in the predicate is separated from the verb by two dashes.

2. Diagram the sentences in paragraphs 4 and 8, Lesson 8; and paragraph 1, Lesson 10.

LESSON XII.

REVIEW.

1. Mention two or more nouns that denote smaller classes of the objects denoted by each of these nouns :

books	vehicle	disease	games
flower	mineral	insect	tool
fruit	vegetable	bird	quadruped
mechanic	building	grass	tree

2. Name the gender, person, number, and case of each noun in these sentences :

1. On Christmas, Robert received a beautiful present from his uncle.
2. The hunter caught a fox in a hole by the bridge.
3. The Esquimaux endure severe cold in winter.

4. My friend's horse was killed by hard work.
 5. The wisest men sometimes make mistakes.
 6. The eagle can carry a lamb in its talons.
 7. Spring's pleasant days are here.
 8. The hero of the story should be a brave man.
 9. The visit to the park was a delightful event.
 10. Temperance is a virtue.
 11. Tadpoles become frogs.
 12. The eye is the organ of sight.
3. Diagram the preceding sentences.
-

LESSON XIII.

PHRASES CLASSIFIED.

1. A modifier may be a phrase; as—

1. The strength **of the lion** is great.
2. The President lives **in Washington**.

You will notice that **of the lion** modifies the noun **strength**, and **in Washington** modifies the verb **lives**.

2. A phrase modifying a noun or pronoun is an **Adjective Phrase**, and a phrase modifying a verb, an adjective, or an adverb, is an **Adverb Phrase**.

3. Copy the phrases in these sentences. Place the adjective phrases in one column, and the adverb phrases in another:

1. The sun sets in the west.
2. The house on the hill is large.
3. Hannibal was a general of great renown.
4. The train of emigrants went slowly over the prairie.
5. The university stands on a hill.
6. The water of the ocean is salt.

7. A large number of bushels of wheat was carried on a train of twenty cars.
8. The city of Philadelphia is on the Delaware river.
4. Write five sentences containing adjective phrases.
5. Write five sentences containing adverb phrases.

LESSON XIV.

PARSING.

1. **Parsing** a word is naming the part of speech, the class or subdivision to which it belongs, all its modifications, and its relations to other words.*

2. The following is the order for parsing nouns: noun, class, gender, person, number, case, syntax. (By syntax is meant the office of the noun in the sentence.)

EXAMPLES.

Columbus was a sailor, and had three ships in his fleet.

Columbus is a noun, proper; masculine gender, third person, singular number, nominative case, subject of the verbs **was** and **had**.

Sailor is a noun, common; masculine gender, third person, singular number, nominative case, in predicate with the verb **was**.

Ships is a noun, common; neuter gender, third person, plural number, objective case, object of the verb **had**.

Fleet is a noun, common; neuter gender, third person, singular number, objective case, object of the preposition **in**.

REMARK.—At first pupils should say, "masculine gender, third person, singular number," etc., but after they are familiar with the order they may say "masculine, third, singular," etc.

*It is essential, in good parsing, to have a regular and systematic order, and to follow the same order all the time.

8. The following is a model for written parsing of the noun:

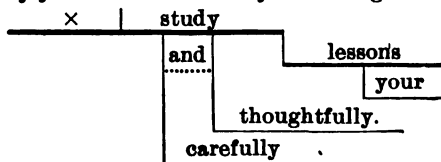
	<i>Class.</i>	<i>Gen- der.</i>	<i>Per- son.</i>	<i>Num- ber.</i>	<i>Case.</i>	<i>Syntax.</i>
Columbus sailor ships fleet	proper common common common	mas. mas. neu. neu.	third third third third	sing. sing. plural sing.	nom. nom. obj. obj.	subject of was and had . predicate with was . object of had . object of in .

4. Name the subjects, predicates, and objects in these sentences. Pick out the adjective and adverb phrases, and tell what word each phrase modifies. Tell what part of speech each word is. Parse all the nouns according to the preceding model.

1. A pretty shawl, warm and white, was wrapped around the baby.
2. Young persons should take exercise in the open air.
3. Time and tide wait for no man.
4. Hollanders can skate fast and well.
5. After breakfast the traveler started on his way.
6. Examine the teacher's solution carefully.
7. The West Indies are islands in the Atlantic Ocean.
8. Honesty is the best policy.
9. The workman did a good day's work.
10. Wit is not always wisdom.

5. Notice this diagram:

Study your lessons carefully and thoughtfully.



As the subject (you) is not expressed, we put a cross (x) in its place.

6. Diagram the sentences in paragraph 4.

LESSON XV.

THE NOUN.

Write an essay on the noun, telling all you can about its classes and properties, and giving at least one example after each definition.

LESSON XVI.

PRONOUNS—CLASSIFICATION.

1. A Pronoun is a word used instead of a noun.

2. The **Antecedent** of a pronoun is the word for which it stands.

Some pronouns, as **I**, **you**, and **he**, show by their form whether they stand for the speaker, the person spoken to, or the person spoken of. They are called **Personal Pronouns**.

3. A Personal Pronoun is one that indicates its person by its form.

4. The following are the personal pronouns:

SINGULAR.

Nominative	I	thou	you	he	she	it
Possessive	my	thy	your	his	her	its
Objective	me	thee	you	him	her	it

PLURAL.

Nominative	we	ye, you	they
Possessive	our	your	their
Objective	us	you	them

The possessive forms given above are used with nouns, but the forms **mine, thine, hers, ours, yours, and theirs** are used when no noun follows the possessive; as—

That is my pencil.

That pencil is mine.

The nominative forms should not be used as the object, nor the objective forms as the subject or predicate nominative.

5. Sometimes **self** or **selves** is added to the personal pronouns. They are then called **Compound Personal Pronouns**.

The Compound Personal Pronouns are **myself, thyself, yourself, himself, herself, and itself**, in the singular, and the plurals, **ourselves, yourselves, and themselves**.

6. Examine these sentences:

1. Who has my book?
2. Which is right?
3. What have you?

In these sentences **who, which, and what** stand for the names that represent the answers to the questions; therefore, they are pronouns. They are used to ask questions; therefore, they are called **Interrogative Pronouns**.

7. An Interrogative Pronoun is one used in asking questions.

The interrogative pronouns are **who, which, and what**. **Whose** is the possessive form of **who** and **which**, and **whom** is the objective form of **who**.

8. Examine these sentences:

1. Some (men) are rich.
2. Each (pupil) must study for himself.
3. This book is yours, that (book) is mine.

In these sentences, if we use the words in parentheses, the words **some, each, and that** are adjectives. If we omit the words in parentheses, the words **some, each, and that** take their place, or stand for them. Therefore, they are called **Adjective Pronouns**.

9. An Adjective Pronoun is one that performs the offices of an adjective and a noun.

10. Point out all the pronouns in these sentences, and tell whether they are personal, interrogative, or adjective:

1. Who defeated Napoleon ?
2. Many do not obtain their wishes.
3. Who is he ?
4. I heard her request.
5. These are white, but those are black.
6. I saw them when they did it.

11. Write three sentences, each containing —

1. A personal pronoun.
 2. A compound personal pronoun.
 3. An interrogative pronoun.
 4. An adjective pronoun.
-

LESSON XVII.

PRONOUNS—RELATIVE.—REVIEW.

1. Many sentences contain more than one statement, as you will see by examining the following:

1. The owner of the house, who is a rich man, lives in New York.
2. This animal, which is a lion, was captured in Africa.
3. The book that lies on the table is a reader.

In these sentences the words **who**, **which**, and **that** are used instead of the nouns **owner**, **animal**, and **book**; therefore they are pronouns. The antecedent of **who** is **owner**, the antecedent of **which** is **animal**, and the antecedent of **that** is **book**.

You will observe that each of these pronouns is a connective, connecting the two statements in each sentence. Such pronouns are called **Relative Pronouns**.

2. The pronouns **who**, **which**, and **that**, when not used in asking questions, are Relative Pronouns.

3. Name the relative pronouns in these sentences :

1. I know the man who built this boat.
2. The figs which we ate came in a neat box.
3. The storm that came so suddenly did much damage.
4. The evil that men do lives after them.
5. None knew the sorrow that she felt.
6. The eye, which sees all other things, cannot see itself.
7. He who cannot read needs a teacher.

4. Write three sentences, each containing a relative pronoun.

5. Name all the pronouns in these sentences, and tell whether they are personal, interrogative, adjective, or relative :

1. Who built the first house in this city ?
2. These books are large, those are small.
3. The little girl went with her mother.
4. Boys often injure themselves while they are playing.
5. The boy who threw the stone has not been caught.
6. What did he say ?
7. That is the same story that you read yesterday.
8. He will fulfill his promise.
9. We respect those who respect themselves.
10. We ourselves are to blame.

6. Pronouns have the same modifications as nouns.

LESSON XVIII.

PRONOUNS—AGREEMENT—CORRECT FORMS.

1. Examine these sentences :

1. John learns because **he** studies.
2. The lady supported **herself** by sewing.
3. All men must do **their** duty.

You will notice that **he** agrees with **John** in gender, person, and number; that **herself** agrees with **lady**, and **their** agrees with **men**. You will also notice that these pronouns do not all have the same case as their antecedents.

2. A pronoun must have the same gender, person, and number as its antecedent, but its case depends on its office in the sentence.

3. Give the gender, person, and number of these pronouns :

1. The rich man left all his money to his children.
2. The little animal ran to its hiding-place.
3. The queen dismissed her waiting-maid.
4. Hail to the chief who in triumph advances.
5. He that is slow to anger is better than the mighty.
6. Do you know that girl who recently joined our class ?

4. Give the gender, person, and number of the pronouns in the sentences given in paragraph 10, Lesson 16, and in paragraphs 3 and 5, Lesson 17.

5. Notice the case forms of these pronouns :

1. It is I.
2. It is he.
3. It was she.

4. It was they.
5. It was James and I.

Observe that the nominative form should be used when a pronoun is in predicate with a verb.

6. Fill each of these blanks with a personal pronoun:

1. Who did that? It was —.
2. Was it — or —?
3. Who are these? It is Jennie and —.
4. Have — and — been to the city?
5. — and — arrived last week.
6. I thought it was —.
7. It could not have been —.
8. Lucy — and — are in the same class.

LESSON XIX.

PRONOUNS—PARSING.

1. The following is the order for parsing pronouns: Class; gender, person, number (to agree with its antecedent); case, syntax.

EXAMPLES.

The boy learns because he studies.

He is a pronoun, personal; masculine, third, singular, to agree with its antecedent, **boy**; nominative, subject of the verb **studies**.

I have her book.

I is a pronoun, personal; common gender, first, singular, to agree with its antecedent, the speaker; nominative, subject of the verb **have**.

Her is a pronoun, personal; feminine, third, singular, to agree with its antecedent, the person spoken of; possessive, possessor of book.

Who are you? (You are who?)

You is a pronoun, personal; common, second, plural,* to

* **You** should always be parsed as plural, because it always requires a plural verb.

agree with its antecedent, the person or persons addressed; nominative, subject of the verb **are**.

Who is going?

Who is a pronoun, interrogative; common, third, singular, to agree with its antecedent, the person spoken of; nominative, subject of the verb **is going**.

2. Model for written parsing.

She studies her lessons.

	<i>Class.</i>	<i>Gender.</i>	<i>Person.</i>	<i>Number.</i>	<i>Antecedent.</i>	<i>Case.</i>	<i>Syntax.</i>
she	per.	fem.	third	sing.	per. spoken of	nom.	sub. of studies.
her	per.	fem.	third	sing.	she	pos.	possesses lessons.

3. Parse the pronouns in these sentences:

1. My friends visit me often.
2. We improve ourselves by close application.
3. Mary's mother sent her to school.
4. Who robbed the bird's nest?
5. This is not right.
6. Very few injure themselves by too much study.
7. What did he do?
8. Thou shalt not kill.
9. Did Mary and Lucy recite their lessons correctly?
10. We followed the fox to its den.

4. Diagram the sentences in the above paragraph.

LESSON XX.

REVIEW.

1. Write a sentence having for its subject—

1. A personal pronoun, first, singular.
2. A personal pronoun, first, plural.
3. A personal pronoun, second, plural.
4. A personal pronoun, masculine, third, singular.
5. A personal pronoun, neuter, third, singular.

6. A personal pronoun, common, third, plural.
7. An interrogative pronoun.
8. An adjective pronoun, singular.
9. An adjective pronoun, plural.

2. Write a sentence having for its predicate nominative—

1. A personal pronoun, third, singular.
2. A personal pronoun, common, third, plural.
3. A personal pronoun, common, first, plural.
4. A personal pronoun, common, first, singular.

3. Write a sentence having for its object—

1. An adjective pronoun, singular.
2. An adjective pronoun, plural.
3. A personal pronoun, masculine, third, singular.
4. A personal pronoun, third, plural.
5. A personal pronoun, feminine, third, singular.
6. A personal pronoun, neuter, third, plural.

LESSON XXI.

1. Write sentences, using nine different personal pronouns as predicate nominatives.

2. Write an essay on the pronoun, defining the different classes and modifications, and illustrate each definition by examples.

LESSON XXII.

CAPITALS AND PUNCTUATION.

1. Review the rules for punctuation and the use of capitals, given in Lesson 2.

2. Insert the proper capitals and punctuation marks in these sentences. Use quotation marks where necessary:

1. What is so rare as a day in june, asks Lowell
2. with fingers weary and worn,
with eyelids heavy and red,
a woman sat in unwomanly rags,
plying her needle and thread.
3. My friend's name is henry m smith, and he lives in
boston, mass.
4. how manifold are thy works o lord.
5. School will begin next wednesday, and will close in
may.
6. Have you read the life of Gen Grant
7. Rover come here
8. Are your lessons prepared girls
9. Will you tell me mother where the birds are going
10. Coal gold silver and copper are found in Colorado.
11. The desert of Sahara is large sandy and sterile.
12. Where are you going my little man said the gentle-
man.

3. Write sentences illustrating all the rules you have learned for the use of capitals and punctuation marks.

LESSON XXIII.

ADJECTIVES—CLASSIFICATION AND COMPARISON.

1. An Adjective is a word used to modify a noun or pronoun.

2. Examine these phrases:

ripe apples, large apples, three apples, this apple.

You will observe that **ripe** and **large** tell the kind or quality of the apples, but **three** and **this** do not tell the kind or quality.

3. A **Descriptive Adjective** is one that describes a noun or pronoun by expressing some quality belonging to it; as, **good** boys, **small** trees.

4. A **Definitive Adjective** is one that does not express a quality; as, **several** boys, **those** trees.

5. Separate these adjectives into two lists, one containing the descriptive and the other the definitive:

high, low, green, long, one, hot, full, deep, beautiful,
short, first, last, sweet, hard, that, the, heavy, a, an,
sharp, those.

6. Such adjectives as **American**, **Spanish**, etc., are called **Proper Adjectives**, and should begin with a capital letter.

7. Examine these sentences:

1. Jane's apple is sweet.
2. Lucy's apple is sweeter than Jane's.
3. Stella's apple is the sweetest of all.

The apples referred to have the quality of sweetness, but they

do not have the same degree of sweetness. Adjectives express three different degrees of quality, and as they express these different degrees when two or more objects are compared, these degrees are called **Degrees of Comparison**.

8. Descriptive Adjectives have three degrees of comparison: the **Positive**, the **Comparative**, and the **Superlative**.

Giving the different degrees of an adjective is called **Comparing** it, or giving its **Comparison**.

Comparison is the only modification belonging to adjectives.

9. Compare these adjectives:

slow, quick, rough, large.

10. Adjectives of one syllable form the comparative by adding **er** to the positive, and the superlative by adding **est** to the positive.

If you should compare **ignorant** according to the above rule, you would have **ignorant**, **ignoranter**, **ignorantest**. This does not sound well; therefore, such words are compared by using **more** and **most**; thus, **ignorant**, **more ignorant**, **most ignorant**.

11. Adjectives of more than two syllables are compared by placing before the positive **more** for the comparative, and **most** for the superlative.

12. Compare these adjectives:

beautiful, voracious, intelligent, comprehensive.

LESSON XXIV.

COMPARISON—Continued.

1. Notice the comparison of these adjectives:

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
pretty,	prettier,	prettiest;
gentle,	gentler,	gentlest;
truthful,	more truthful,	most truthful;
splendid,	more splendid,	most splendid.

2. Adjectives of two syllables ending in **y** or silent **e** are compared by using **er** and **est**. Most other adjectives of two syllables are compared with **more** and **most**.

Many words are made from other words by placing one or more letters before or after them; thus, **old**, **older**; **kind**, **unkind**.

3. One or more letters added to the end of a word are called a **suffix**; placed before a word, they are called a **prefix**.

4. Notice these words:

pretty, prettier, prettiest; try, tries, tried, trying.

5. Words ending in **y** preceded by a consonant, change **y** to **i** when a suffix is added not beginning with **i**. (**Sly** and a few other words are exceptions.)

6. Notice these words:

thin, thinner, thinnest; sit, sitting; plan, planning, planned; occur, occurred, occurring.

7. Words of one syllable, and words of more than one syllable accented on the last, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

If you add *er* or *est* to *wise*, and *ed* or *ing* to *love*, you will notice that the final *e* of *wise* and *love* is dropped before the suffix is added.

8. Words ending in silent *e* drop the *e* before a suffix beginning with a vowel.*

9. Compare these words. (Pay particular attention to the spelling.)

hot, happy, sad, noble, big, lazy, treacherous, jolly,
able, white, peaceful, thin, red, thick.

10. Some very common adjectives are irregular in their comparisons; as —

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good,	better,	best;
bad,	worse,	worst;
ill,	worse,	worst;
little,	less,	least;
much,	more,	most;
many,	more,	most.

11. A few descriptive adjectives, from their meaning, cannot be compared; as —

perfect, square, round, perpendicular. (If anything is perfect, it cannot be made more perfect.)

* These three important rules of spelling should not be neglected. Pupils should be drilled on them until they can apply them without making mistakes.

LESSON XXV.

ADJECTIVES.—REVIEW.—PARSING.

1. Write the comparisons of these adjectives:

little	bad	many	short
gentle	ancient	merry	great
sweet	attractive	lofty	famous
perfect	heavy	clear	thick
broad	wide	sick	rough
noble	deep	red	sly

2. The adjectives **a**, **an**, and **the** are sometimes called **Articles**. **A** is used before words beginning with a consonant sound, and **an** before words beginning with a vowel sound.

3. The following is the order for parsing an adjective: Class, degree, compare it, name the word it modifies.

EXAMPLE.

The landscape is beautiful.

Beautiful is an adjective, descriptive; positive; compared beautiful, more beautiful, most beautiful; it modifies landscape.

4. Parse the adjectives in these sentences:

1. The field is large and fertile.
2. The ball is round.
3. New York is smaller than Texas.
4. This entire country once belonged to the wild Indians
5. Some crimes are worse than others.
6. Great men are not always wise.
7. True courage is cool and calm.
8. Sixty minutes make an hour.
9. She is more precious than rubies.

10. The day was cloudy, and the sea was very rough.

11. The noblest mind the best contentment has.

5. Diagram sentences 1, 2, 4, 6, 7, 8, and 11 of the above list.

LESSON XXVI.

1. Write answers to the following questions:

What is an adjective? How many classes of adjectives? Name and define each. Which class is compared? How many degrees of comparison do adjectives have? Name them. How are adjectives of one syllable compared? Of three syllables? What adjectives of two syllables are compared like adjectives of one syllable? What adjectives cannot be compared?

What three rules of spelling have you learned? Give examples of each.

When should *a* be used? When should *an* be used?

Are adjectives always placed before the words they modify? Are they ever used in the predicate with a verb? If so, give an example.

2. Arrange your answers to the preceding questions so as to make a connected essay.

LESSON XXVII.

REVIEW.

1. Fill these blanks with personal pronouns:

1. It is — who is standing by the gate.

2. It is — who are coming to work.

3. It is — who wants to go, not —.

4. Who is there ? It is —.
5. Is it — who am expected to teach this class ?
6. Is it — who is expected to arrive soon ?
7. Halt ! Who comes there ? It is —.
8. Are you — who was expected ?

2. Change the adjectives printed in black letters to phrases :

1. **Sensible** men sometimes differ.
2. This is a **mathematical** problem.
3. The snake was lying in its **grassy** bed.
4. The **Spanish** gentleman has departed.
5. **Courageous** men are needed.

8. Add phrases to these sentences :

1. I shall go to school —.
2. We have a holiday —.
3. Cotton is grown —.
4. Tea is brought —.
5. Columbus sailed —.

4. Parse the nouns, pronouns, and adjectives in these sentences :

1. The knife was sharp and keen.
2. To-morrow we shall be gay and happy.
3. The day is long and dark and dreary.
4. Frank will sometime be a famous man.
5. The audience at the concert was respectful and attentive.

Why is no comma required in the third sentence ?

5. Diagram the sentences in paragraph 4.

LESSON XXVIII.

VERBS — CLASSIFICATION.

1. A Verb is a word that denotes action or being.

2. Examine these sentences:

1. The boys walk.
2. The boys walked.
3. The boys will walk.

What time is expressed by the first sentence? By the second? By the third?

In speaking of the time expressed by verbs, we use the word **tense** instead of the word **time**. We say a verb is in the **Present Tense**, **Past Tense**, or **Future Tense**.

Which tense denotes present time? Past time? Future time?

3. Examine these sentences:

1. The boys walk.
2. The boys are walking.
3. The boys walked.
4. The boys have walked.

In what tense is the verb of the first sentence? Of the second? Of the third?

What is the past tense of **walk**? How is it formed from **walk**? What form of **walk** is used with **are** in the second sentence? With **have** in the fourth sentence?

4. The form of the verb ending in **ing** and the form used with **have** are called **Participles**. **Walking** is the **present participle** and **walked** is the **past participle** of the verb **walk**.

5. Write opposite each of these verbs (1) its present

participle, (2) its past tense, and (3) its past participle.

Watch your spelling:

chop, play, hop, cry, study.

You will observe that the past tense and the past participle of all the above verbs end in **ed**. Such are called **Regular Verbs**.

6. Write opposite each of these verbs the present participle, its past tense, and its past participle:

write, see, do, go, catch.

You will notice that the past tense and past participle of these verbs do not end in **ed**. Such are called **Irregular Verbs**.

7. A Regular Verb is one that forms its past tense and past participle by adding **ed** to the present, in accordance with the rules of spelling.*

8. An Irregular Verb is one that does not form its past tense and past participle by adding **ed** to the present.

9. Copy these verbs, placing the regular ones in one list, and the irregular in another:

blow	fly	jump	sail
whip	know	break	say
fight	work	destroy	enjoy
wear	travel	run	take
pity	give	call	pray
see	do	bind	draw

10. Write opposite each of the preceding verbs its present participle, its past tense, and its past participle.

* Some authors say "by adding d or ed." The above definition is better, because it is true.

LESSON XXIX.

VERBS — CLASSIFICATION — Continued.

1. You have already learned that some verbs require an object to complete their meaning, and some do not; as —

1. The dog caught —.
2. The dog barks.

The meaning of the first sentence is not complete; we need a word to name the object that the dog caught.

The meaning of the second sentence is complete without adding another word.

2. A **Transitive Verb** is one that requires an object to complete its meaning.

3. An **Intransitive Verb** is one that does not require an object to complete its meaning.

4. Pick out the verbs in these sentences, and tell whether they are regular or irregular, transitive or intransitive:

1. The boy threw the ball.
2. A poor man wants some things.
3. A covetous man wants all things.
4. Some roses bloom early.
5. The rain moistened the ground.
6. This industrious boy received a suitable reward.
7. Many wild beasts inhabit Africa.
8. A soft answer turneth away wrath.
9. Industry leads to wealth.

5. Diagram the preceding sentences.

6. Write three sentences, each containing—

1. A regular, transitive verb.
2. An irregular, transitive verb.
3. A regular, intransitive verb.
4. An irregular, intransitive verb.

7. We have now learned that verbs are divided into classes, as follows:

- | | |
|------------------------------|-----------------|
| 1. According to form..... | { Regular. |
| | { Irregular. |
| 2. According to meaning..... | { Transitive. |
| | { Intransitive. |
-

LESSON XXX.

VERBS—VOICE.

1. Examine these sentences:

1. Columbus discovered America.
2. America was discovered by Columbus.

In the first sentence, does the subject denote the actor? What word denotes the actor in the second?

Notice that the form of the verb in the second sentence is not the same as in the first. This change of the form of the verb to indicate whether the subject denotes the actor or the receiver of the act, is called **Voice**. When the subject denotes the actor (as in the first sentence), the verb is in the **Active Voice**. When the subject denotes the receiver of the action (as in the second sentence), the verb is in the **Passive Voice**.

2. Voice is that modification of a transitive verb which shows whether the subject denotes the actor or the receiver of the action.

3. The Active Voice is that form of the verb which shows that the subject denotes the actor.

4. The Passive Voice is that form of a transitive verb which shows that the subject denotes the receiver of the action.

If you examine the two sentences given at the beginning of this lesson, you will see that the object of the first sentence is the subject of the second. Now, as only transitive verbs can have an object, it follows that only transitive verbs can have the passive voice.

5. Name the voice of the verbs in these sentences :

1. John reads the lesson.
2. The lesson is read by John.
3. Mary loves Ina.
4. Lulu is esteemed by all the girls.
5. Corn is planted in the spring.
6. Ships carry heavy burdens.
7. Wendell is loved by his mother.
8. Mary writes carefully.
9. The letter was written with care.
10. Galileo invented the telescope.
11. The hurricane destroyed a large barn.
12. The little porch was covered by thrifty vines.
13. The burglars were driven from the house by a policeman.
14. The fox ran toward the south.

6. Change these sentences so that the verbs in the active voice shall be passive, and those in the passive voice shall be active. Do not change the meaning of the sentences :

1. Washington gained the victory.
2. The boy plowed the field.
3. The shoe was repaired by the shoemaker.
4. The carpenter built the house.
5. The tinner made the bucket.
6. The letter was written by him.
7. The tailor made the coat.
8. The lesson was recited by Lloyd.

7. Write five sentences, each having—

1. A verb in the active voice.
2. A verb in the passive voice.
3. An intransitive verb.

LESSON XXXI.

VERBS—MODES.

1. Notice these sentences:

1. Henry studies.
2. Henry can study.
3. Henry, study.

In the first sentence, the statement is made that Henry studies. In the second sentence, it is not said that he studies, but that he can study, or has the ability to study. In the third sentence, he is ordered or commanded to study.

You will notice from the above that verbs change their form or meaning to express action or being in different manners, or modes. This modification of the verb is called **Mode**.

2. **Mode** is that form or use of the verb which shows the **manner** in which the action or being is expressed.

3. The **Indicative Mode** is used to assert a fact or an actual existence; as—

1. General Grant went to Europe.
2. Oliver Wendell Holmes is dead.

4. The **Indicative Mode** is also used in asking a question; as—

1. Did he go to Europe?
2. Has the letter been written?

5. The **Potential Mode** asserts the power, necessity, liberty, or possibility of action or being; as —

1. He can read.
2. He must read.
3. He may read.
4. He might read.

The sign of the potential mode is **may, can, must, might, could, would, or should**.

6. The Potential Mode is used in asking questions; as —

1. May I go?
2. Must the lessons be learned?

This mode is so called because the word **potential** means **able, having power**.

7. Tell whether the verbs in these sentences are in the indicative or the potential mode:

1. Must all the sailors perish?
2. He should have departed long ago.
3. Some authors have written many books.
4. All hail, Macbeth! that shall be king hereafter.
5. Romulus founded Rome.
6. There must have been a heavy rain last night, for the creek is very high.
7. An old man was walking slowly down the lane.
8. Many wise proverbs were written by Solomon.

8. The **Imperative Mode** is used to express a command, a request, or an entreaty; as —

1. Men, lay down your arms.
2. Come and see me.
3. Do not leave me alone.

The subject of a verb in the imperative mode is nearly always the pronoun **you** understood.

9. Write three sentences, each having a verb in the imperative mode.

LESSON XXXII.

VERBS.—REVIEW.

1. Name the mode of each verb in these sentences :

1. Bring me some flowers.
2. I must not be careless.
3. Who is the King of Glory ?
4. Can that be the man ?
5. The pupils have recited well.
6. Passionate men are easily irritated.
7. Do not walk so fast.
8. The prize cannot be obtained without labor.
9. Idleness often leads to vice.
10. Live for something.
11. In all climates, spring is beautiful.
12. I would have gone if I had known that I was needed.
13. If we would seem true, we must be true.

2. Classify these verbs according to form (regular or irregular) and according to meaning (transitive or intransitive). Also, give the voice and mode of each verb.

1. Nothing can supply the place of books.
2. What exile can flee from himself ?
3. Make hay while the sun shines.
4. The Union must be preserved.
5. Spare me, dread angel of reproof.
6. The jury could not agree in their verdict.
7. A verdict of guilty was reported by the jury.
8. They took my umbrella.
9. You should have been more careful.
10. A railroad has been constructed in Siberia.

3. Write five sentences, each having a verb in —

1. The indicative mode.
2. The potential mode. (Use a different sign-word for each sentence.)
3. The imperative mode.

4. Write three sentences, each containing—
 1. A regular verb.
 2. An irregular verb.
 3. A transitive verb.
 4. An intransitive verb.
-

LESSON XXXIII.

VERBS—TENSE.

1. Tense is that form or use of the verb which shows the time of an action or being.
2. The Present Tense denotes present time; as—
I write; I am writing; I do write.
3. The Past Tense denotes past time; as—
I wrote.
4. The Future Tense denotes future time; as—
I shall write, or I will write.

The word **perfect** is often used in naming tenses. When so used it means finished or completed.

Each tense (present, past, and future) has a perfect tense—a finished tense.

In this sentence, "I have been in Boston a month," the being in Boston is finished now—at present. This is called the **Present-Perfect Tense**.

In this sentence, "I had been in Boston before you saw me," the being in Boston was completed when you saw me—past time. This is called the **Past-Perfect Tense**.

In this sentence, "I shall have been in Boston before next Christmas," the being in Boston is not finished yet, but will be before next Christmas—future time. This is called the **Future-Perfect Tense**.

5. The Present-Perfect Tense expresses action or being as completed at the present time.

The sign of the present-perfect tense is **have** or **has**.

6. The Past-Perfect Tense expresses action or being as completed at some past time.

The sign of this tense is **had**.

7. The Future-Perfect Tense expresses action or being as completed at some future time.

The sign of this tense is **shall have** or **will have**.

You now see that there are six tenses; three simple tenses (past, present, and future), and three perfect tenses.

8. Name the tense of each of these verbs:

walks, has walked, walked, had walked, shall walk, shall have walked; is torn, shall be torn, have been torn, has been torn, had been torn, shall have been torn; shall write, will write, has written, have written, had written; he sees, he shall have seen, he has seen.

LESSON XXXIV.

TENSE—Continued.—REVIEW.

All the verbs given in the last lesson are in the indicative mode, which is the only mode that has the six tenses.

As the imperative mode is used in expressing a command or entreaty, and as either of these can be expressed only in the present, it follows that the imperative mode has but one tense—the present.

The potential mode has only the present, present-perfect, past, and past-perfect. The sign of the present is **may**, **can**, or **must**; of the present-perfect, **may have**, **can have**, or **must have**; of the past, **might**, **could**, **would**, or **should**; of the past-perfect, **might have**, **could have**, **would have**, or **should have**. In the potential mode the name of the tense does not always indicate the time. Thus, **might go** is called past tense, but the time is either present or future.

1. All of the following verbs are in the potential mode. Name the tense of each one:

may walk, can walk, must walk, may have walked, must have walked, might walk, could walk, would walk, should walk, might have walked, could have walked, would have walked, should have walked; might be struck, may strike, should have struck; can see, could be seen, could see, must have seen, would see.

2. Write two sentences having the verb in —

1. The indicative present.
2. The indicative present-perfect.
3. The indicative past.
4. The indicative past-perfect.
5. The indicative future.
6. The indicative future-perfect.
7. The imperative present.
8. The potential present.
9. The potential present-perfect.
10. The potential past.
11. The potential past-perfect.

LESSON XXXV.

VERBS—PERSON AND NUMBER—INFINITIVE.

1. A verb may vary its form according to the **person** of its subject; as, **I go, he goes**;—or according to the **number** of its subject; as, **he writes, they write**.

Since verbs change their form according to the person and number of the subject, they are said to have the same person and number as the subject.

2. A verb must agree with its subject in person and number.

3. Notice these sentences :

1. The boy runs.
2. The boys run.

The verb **runs** is singular, because its subject is singular.

The verb **run** is plural, because its subject is plural.

You will notice that while nouns ending in **s** are generally plural, verbs ending in **s** are singular.

4. The modifications of the verb are voice, mode, tense, person, and number.

5. Notice these phrases :

1. To Boston.
2. To write.

What part of speech is **Boston**? What part of speech is **write**?

6. The form of the verb used with **to** is called an **Infinitive**.

Each of the following phrases is an infinitive: **to write**, **to have written**, **to be written**, **to have been written**.

7. Write six sentences, each containing an infinitive.

8. Write two sentences, each containing a verb in the—

1. First person, singular.
2. Third person, singular.
3. First person, plural.
4. Second person, plural.
5. Third person, plural.

9. Write four different infinitives of the verb **love**.

10. The following is the order for parsing a verb: Class according to form (regular or irregular), class according to meaning (transitive or intransitive);

voice, mode, tense; person and number to agree with its subject.

EXAMPLES.

Franklin invented the lightning rod.

Invented is a verb; regular, transitive; active voice, indicative mode, past tense; third person, singular number, to agree with its subject, **Franklin**.

The fox has not been seen.

Has been seen is a verb; irregular, transitive; passive voice, indicative mode, present-perfect tense; third person, singular number, to agree with its subject, **fox**.*

11. Remember that all verbs in the passive voice are transitive.

12. The following is a model for written parsing:

	<i>Class as to form.</i>	<i>Class as to mean- ing.</i>	<i>Voice.</i>	<i>Mode.</i>	<i>Tense.</i>	<i>Per- son.</i>	<i>Num- ber.</i>	<i>Subject.</i>
invented	reg.	trans.	act.	ind.	past	third	sing.	Franklin
has been seen	irreg.	trans.	pass.	ind.	pres. per.	third	sing.	fox

LESSON XXXVI.

1. Parse the verbs in these sentences:

1. Harvey discovered the circulation of the blood.
2. The thief had been caught before the trial.
3. Henry will write a letter to his mother.
4. The poems of Homer are interesting and instructive.
5. These lessons can be learned by hard study.
6. Webster's orations are much admired.
7. Study your lesson.

*After pupils are familiar with the order of parsing, the form can be shortened: thus, **has been seen** is a verb; irregular, transitive; passive, indicative, present-perfect; third, singular, to agree with its subject, **fox**.

8. Bunyan wrote the Pilgrim's Progress.
 9. The pitcher has been broken.
 10. The architect has built an iron bridge.
 11. The stolen watch was recovered.
 12. When will you go?
 13. Have you been waiting long?
 14. Does the earth revolve round the sun?
 15. The sailor has visited nearly all the principal cities of the world.
 16. I shall have visited London by next Fourth of July.
2. Diagram the preceding sentences.
-

LESSON XXXVII.

Name the subject, predicate, and object of these sentences, and parse the verbs:

1. The people of England speak the English language.
2. Come to the violet's shady nook.
3. The frightened animal sought the open country.
4. Our guide had never visited the cave.
5. The guest was admitted into the parlor.
6. He shrugged his shoulders, shook his head, but said nothing.
7. Rainy weather and muddy roads prevented further progress.
8. The warm sun will soon melt the ice and snow.
9. The messenger might have come sooner.
10. We should seek the truth.
11. I may have seen him once before.
12. Many can bear adversity, but few can bear contempt.
13. Numbers are expressed by ten Arabic characters.
14. "I can't get out," said the parrot.
15. Sorrow cannot continue always.
16. Many excellent opportunities were lost.
17. The prize was given to the smallest boy in the room.
18. The work should have been finished by the contractor before December.

LESSON XXXVIII.

VERBS.—REVIEW.

1. Notice the use of **shall, will, can, may, teach, and learn**, in these sentences:

1. Are you going to the picnic? I shall go if it does not rain.
2. I think you ought not to go. I will go; you shall not prevent me.
3. Can I go? You probably have the power.
4. May I go? You may.
5. Will you teach me how to solve this problem? Yes, if you will try to learn.

REMARK.—Many persons habitually use the above words incorrectly. Think carefully of their meaning, and you will not often make a mistake in their use.

2. Use each of the words **shall, will, can, may, teach, and learn**, correctly in two sentences.

You have already learned that a verb agrees with its subject in person and number. Careless persons often make mistakes in the use of the verb because they do not think of the right word as the subject.

3. Examine these sentences. You will find that the verbs agree with their subjects, although at first sight they may seem to disagree:

1. On what tree do these apples grow?
2. One of the boys is playing ball.
3. Down come rock-a-by baby and all.
4. Every one of the girls has her lesson.
5. Neither of the sick men is better.
6. On the table are a peach and an apple.
7. A sack of large red apples is in the cellar.

4. Write seven sentences somewhat similar to the seven just given, and be sure that the verb agrees with its subject.

LESSON XXXIX.

Write answers to the following questions, and arrange your answers so as to form an essay on **The Verb**:

What is a verb? A regular verb? An irregular verb? A transitive verb? An intransitive verb?

What is voice? The active voice? The passive voice?

What is mode? The indicative? The potential? The imperative?

What is tense? Define the present tense; the past; the future; the present-perfect; the past-perfect; the future-perfect. Give an example of each tense.

What person and number do verbs have?

How many and what participles have you learned to give to each verb? How is the present participle formed?

What is an infinitive?

What form of the verb should be used with **have**, **has**, or **had**?

LESSON XL.

ESSAY.

Write an essay, telling all you can about corn. Describe its cultivation, uses, etc. After you have written it once, go over it carefully, correcting errors, selecting better words, and improving your sentences. Then copy it in your best penmanship. Remember that you

cannot learn to use good English except by always doing your best.

To the teacher: Wheat, cotton, and other products may be described in the same way.

LESSON XLI.

ADVERBS.

1. An Adverb is a word used to modify a verb, an adjective, or an adverb.

Some adverbs answer the question, *where?* as, *here, there, yonder*. Such adverbs are called **Adverbs of Place**.

Some adverbs answer the question, *when?* as, *now, yesterday*. These are called **Adverbs of Time**.

Some adverbs answer the question, *how?* or, *in what manner?* as, *well, badly*. These are called **Adverbs of Manner**.

Some adverbs answer the question, *how much?* or, *to what degree?* as, *almost, very, more, most, too*. These are called **Adverbs of Degree**.

2. The principal classes of adverbs, according to their meaning, are Adverbs of Place, Adverbs of Time, Adverbs of Manner, and Adverbs of Degree.

3. Examine these sentences:

1. Henry came soon.
2. John came sooner than Henry.
3. Robert came soonest of all.

4. Some adverbs, like adjectives, have three degrees of comparison.

5. Compare these adverbs:

wisely, continually, mostly, calmly, so, rapidly, partly,
always, very, too, perfectly, never, surely.

6. Write three sentences, each containing—

1. An adverb of the positive degree.
2. An adverb of the comparative degree.
3. An adverb of the superlative degree.

7. Use each of these adverbs in a sentence, and tell what word it modifies and what meaning it adds to that word:

occasionally, continually, where, hither, ashore, yonder, whither.

LESSON XLII.

ADVERBS—Continued.

1. Write three sentences, each containing—

1. An adverb of place.
2. An adverb of time.
3. An adverb of manner.
4. An adverb of degree.
5. An adverb modifying a verb.
6. An adverb modifying an adjective.
7. An adverb modifying an adverb.

2. Some words are sometimes adverbs and sometimes adjectives; as—

1. This train travels **fast**.
2. It is a **fast** train.
3. He returned **late**.
4. I have read the **late** paper.
5. This is a **long** lesson.
6. Why did you remain so **long**?

3. Find two words (not given in paragraph 2) that are sometimes adjectives and sometimes adverbs. Use the words in sentences.

4. Adjectives should not be used instead of adverbs. Notice these sentences :

1. Really (not **real**) honest men can be found.
2. Did you sleep well (not **good**) ?
3. Almost (not **most**) every boy was running.
4. The day was remarkably (not **remarkable**) pleasant.

REMARK.—**Really, well, almost, and remarkably** are adverbs, while **real, good, most, and remarkable** may be adjectives.

LESSON XLIII.

ADVERBS—PARSING.

1. The following is the order of parsing an adverb: Class, degree (if compared), compare it, name the word it modifies.

EXAMPLES.

He lives here.

Here is an adverb of place, and modifies **lives**.

The clerk writes very well.

Well is an adverb of manner, positive degree (compared **well, better, best**), modifies **writes**. **Very** is an adverb of degree, and modifies **well**.

2. Parse the adverbs in these sentences :

1. 'Tis always morning somewhere in the world.
2. God is everywhere.
3. The inhabitants of some islands are very savage.
4. Great scholars do not often become poets.

5. The victory was fairly won.
 6. The princess was extremely beautiful.
 7. They were agreeably disappointed.
 8. Indolent pupils will not study hard.
 9. How well she can play!
 10. Some people are continually changing their minds.
 11. A very old house stands by the side of the road.
 12. The train came around the curve very rapidly.
 13. How fast the flitting figures come!
3. Diagram the sentences in paragraph 2.

LESSON XLIV.

PREPOSITIONS.

1. A preposition is a word that shows the relation of its object to some other word in the sentence.

2. A preposition with its object is called a **Prepositional Phrase**.

3. When a phrase modifies a noun or pronoun it is an **Adjective Phrase**; but when it modifies a verb, an adjective, or an adverb, is an **Adverb Phrase**.

4. Many adjectives and adverbs can be expanded into phrases of a similar meaning; as—

1. He is a wealthy man (a man of wealth).
2. The messenger came speedily (with speed).

5. Change these adjectives and adverbs to prepositional phrases, and use each phrase in a sentence:

carefully	kindly	brave	courageously
talented	educated	strong	boldly

6. Sometimes two or more words are combined and used as one preposition; **as, out of, from over, in regard to, over against, by means of.**

In parsing, these may be called **Compound Prepositions.**

7. Use each of the compound prepositions mentioned above in a sentence.

8. Write three sentences, each containing —

1. An adjective phrase.
 2. An adverb phrase.
-

LESSON XLV.

REVIEW.

1. Add one or more phrases to each of these sentences:

1. The bird sang to its mate.
2. The water turned the wheel.
3. The bells began to ring.
4. A nest was found in the meadow.
5. A deer was shot.
6. The leader was killed.
7. Corn grows.
8. Cotton is produced.

2. Change each of the words printed in black letters to a phrase:

1. The **daily** tasks are ended.
2. The lark sang its **joyous** and **blissful** songs
3. All children like **picture** books.
4. He returned **hastily**.
5. Study **diligently**.

8. The word **there** is not always an adverb of place; sometimes it merely introduces a sentence and has no connection with it. In such cases it may be called an **expletive**, or an introductory word.

1. There is an end to all things. (Introductory.)

2. There he stands. (Adverb.)

Do not call **there** the subject in such sentences.

4. Write three sentences introduced by **there**.

5. Write three sentences containing **there**, an adverb of place.

6. Write a sentence containing **their**.

7. Use **there**, introductory, **there**, an adverb, and **their**, all in one sentence.

8. Fill these blanks with **is** or **are**:

1. There — flowers in the garden.

2. There — many people there.

3. There — an apple and a peach in the basket.

4. There — no one at home.

5. There — apples on the trees.

6. There — no signs of spring.

LESSON XLVI.

CONJUNCTIONS AND INTERJECTIONS.

You have already learned that connecting words are called conjunctions. Nearly all the conjunctions used thus far in this book have connected simple words; as, two nouns, two verbs, or two adjectives.

1. Examine these sentences :

1. He sailed on the sea and on the ocean.
2. The Dead Sea is salt, but Lake Superior is fresh.

In the first sentence the conjunction **and** connects the two phrases, **on the sea** and **on the ocean**. In the second sentence there are two assertions, or two subjects, each with its own predicate. A subject and predicate used as a part of a sentence are called a **clause**.

2. A **Conjunction** is a word used to connect words, phrases, and clauses.

3. Write three sentences, each having a conjunction connecting —

1. Two words.
2. Two phrases.
3. Two clauses.

4. An **Interjection** is a word used to denote strong feeling or emotion.

Interjections are sometimes called **Exclamations**.

5. Write sentences, using the following words as interjections :

hush, alas, ah, hurrah, oh, well, hark, ha.

Be careful to use the proper punctuation mark after interjections.

6. We have now learned that the words we use in speaking and writing are divided into Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections.

LESSON XLVII.

**PREPOSITIONS AND CONJUNCTIONS.—PARSING.—
REVIEW.**

1. The following is the method for parsing prepositions and conjunctions:

1. He lives in Paris.

In is a preposition, showing the relation of **Paris** to **lives**.

2. We went to Paris and Berlin.

And is a conjunction, connecting **Paris** and **Berlin**.

2. A simple sentence makes but one assertion.

3. Analyzing a sentence is naming its class; its subject, predicate, and object, and the modifiers of each.

It is important to have a systematic and logical form of analysis, using no more words than necessary. Example: "The king of England gave many castles to his faithful followers." This is a simple, declarative sentence, of which **king** is the subject, modified by the adjective **the** and the adjective phrase of **England**. **Gave** is the predicate, modified by the adverb phrase **to his faithful followers**. **Castles** is the object, modified by the adjective **many**.

It will be observed that this method of analysis includes considerable parsing.

Notice that after naming the subject, you should name all its modifiers before naming the predicate. When you name the predicate, name its modifiers before naming the object. By so doing, you will avoid much needless repetition.

4. Analyze these sentences, and parse all the words.
(These sentences are all simple.)

1. Very often men do not keep their promises.
2. The tall man spoke kindly to the little girl.
3. The careless girl plays her scales too rapidly.
4. The dark clouds came up very suddenly.
5. She is painting the head of a girl.
6. I will be there in a minute.

LESSON XLVIII.

ANALYSIS AND PARSING—Continued.

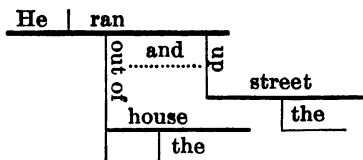
1. A beautiful vase fell with a crash to the floor.
2. Behind the clouds the sun is shining.
3. Under a spreading chestnut tree the village smithy stands.
4. A large black dog stood on the steps of the house.
5. Longfellow wrote several beautiful poems for children.
6. People have come to America from many different countries.
7. Tell was a skillful archer of Switzerland.
8. The largest body of fresh water in the world is in America.
9. After many fruitless attempts, he abandoned the enterprise.
10. A lady's society is a school of politeness.
11. Bacon's essays contain valuable information.

Diagram the preceding eleven sentences.

LESSON XLIX.

ANALYSIS AND PARSING—Continued.

1. It fell through the air to the ground.
2. He crossed the plains in a wagon.
3. The injured man was taken from under the ruins.
4. The traveler came from beyond the sea.
5. Carthage and Rome were rival powers.
6. The book on the desk is a dictionary.
7. Each of the workmen is in his place.
8. You should be polite to everybody.
9. Idleness is the key of beggary.
10. Out of the house and up the street he ran.



The conjunction **and** connects the two phrases.

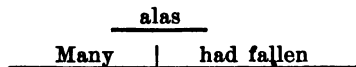
11. Energy and persistence conquer all things.

12. The scheme failed for want of support.

13. Neither a borrower nor a lender be.

Neither nor should be parsed together as one conjunction.

14. Many, alas! had fallen in battle.



Interjections are not connected with the sentence.

Diagram the preceding sentences.

LESSON L.

Write a sentence containing—

1. A proper noun.
2. A common noun.
3. A collective noun.
4. An abstract noun.
5. A personal pronoun.
6. An adjective pronoun.
7. An interrogative pronoun.
8. A relative pronoun.
9. A descriptive adjective.
10. A definitive adjective.
11. An adjective of the comparative degree.
12. A proper adjective.
13. A regular verb.
14. An irregular verb.

15. A transitive verb.
 16. An intransitive verb.
 17. A verb in the passive voice.
 18. A verb in the potential mode.
 19. A verb in the imperative mode.
 20. An infinitive.
 21. An adverb of the comparative degree.
-

LESSON LI.

Write a sentence containing—

1. A personal pronoun in the objective case.
 2. A collective noun as the object of a preposition.
 3. A conjunction connecting two phrases.
 4. A conjunction connecting two clauses.
 5. An adverb modifying an adjective.
 6. An adverb modifying an adverb.
 7. A verb in the indicative, past-perfect.
 8. A verb in the indicative, present-perfect.
 9. A verb in the indicative, future-perfect.
 10. A verb in the potential, present-perfect.
 11. A verb in the potential, past.
 12. A verb in the potential, past-perfect.
 13. A verb in the potential, present.
 14. All the parts of speech.
-

LESSON LII.

GRAMMAR.

Write an essay on "Grammar," defining all the parts of speech, and giving their classification and properties as far as they are given in PART TWO.

PART THREE.

LESSON I.

SENTENCES—CLASSIFICATION.

1. A sentence is a thought expressed by words.
2. According to use, sentences are divided into Declarative, Interrogative, Imperative, and Exclamatory.
3. A Declarative Sentence is one used in making a statement.
4. An Interrogative Sentence is one used in asking a question.
5. An Imperative Sentence is one used in making a command.
6. An Exclamatory Sentence is one used in an exclamation, or in expressing strong feeling or emotion;
as—
 1. What a piece of work is man!
 2. How beautiful is the setting sun!
7. Write five exclamatory sentences.
8. A subject combined with its predicate is often called a **Proposition**.

9. According to their form, sentences are divided into Simple, Complex, and Compound.

10. A Simple Sentence contains but one proposition; as—

1. Mary reads.
2. Mary and Lucy read.
3. Mary reads and writes.

In the second sentence there is only one proposition, but the verb has two subjects. Such a subject is called a **Compound Subject**.

In the third sentence there is only one proposition, but the subject has two predicates. This is called a **Compound Predicate**.

Of course there may be more than two subjects for the same predicate, or more than two predicates for the same subject.

11. Write three simple sentences, each having—

1. A compound subject.
2. A compound predicate.
3. A compound subject and a compound predicate.

12. A proposition used as part of a sentence is called a **Clause**.

13. Examine this sentence:

Henry learns, because he studies.

In this sentence there are two propositions or clauses. The first is, **Henry learns**; and the second is, **because he studies**. **Because he studies** modifies **learns**; it tells **why** he learns. Because this clause is used as a modifier and depends on some other word (**learns**), it is called a **Dependent or Subordinate Clause**. **Henry learns** is called the **Independent or Principal Clause**.

14. An Independent Clause is one not dependent on any word, and contains the principal proposition.

15. A Dependent Clause is one that modifies some

word or words in the independent clause, and contains the subordinate proposition.

16. A Complex Sentence is one containing an independent clause and one or more dependent clauses.

17. Write a complex sentence, connecting the two clauses by —

when, where, while, if, unless, although, after.

18. Name the independent and the dependent clause of each sentence you have just written.

LESSON II.

RELATIVE PRONOUNS.—ADJECTIVE CLAUSES.

1. You have already learned that a relative pronoun is a connective. By examining these sentences you will observe that the relative pronoun is found in the dependent clause of a complex sentence; and its antecedent is found in the independent clause:

1. The boy **who** gained the prize is praised by his teacher.
2. This is the book **that** I want.
3. The house in **which** I live is built of stone.

The independent clauses are, **The boy is praised by his teacher, This is the book, and The house is built of stone.** The dependent clauses are, **who gained the prize, that I want, and in which I live.**

2. A Relative Pronoun is one that relates to some preceding word or words, and connects clauses.

Remember that a relative pronoun is always in the dependent clause of a complex sentence.

3. A dependent clause may modify a noun or pronoun, a verb, an adjective, or an adverb, or it may be used as the subject or object of a sentence; therefore—

4. According to use, a dependent clause may be an **Adjective Clause**, an **Adverb Clause**, or a **Noun Clause**.

5. An Adjective Clause is one used to modify a noun or pronoun.

6. Name the adjective clause in each of these sentences, and parse the relative pronouns:

1. The man who cannot govern himself is a slave.
2. The ship that left the harbor never returned.
3. The fur which warms a monarch once warmed a bear.
4. Beauty is the mark that God sets on virtue.
5. The fish that we caught was a trout.
6. The lady whose house we occupy gives much to the needy.
7. Whom ye ignorantly worship, Him declare I unto you.
8. Savages, who have no settled abode, wander from place to place.
9. He who governs himself is a hero.

7. Analyze each of the preceding sentences.

8. The adjective clause, when not restrictive,* is set off by a comma.

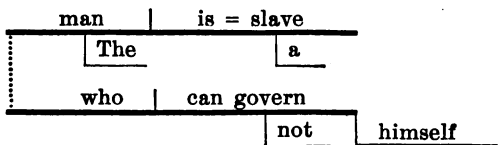
An adjective clause containing the relative **that** is generally restrictive.

9. Write six complex sentences, each having an adjective clause.

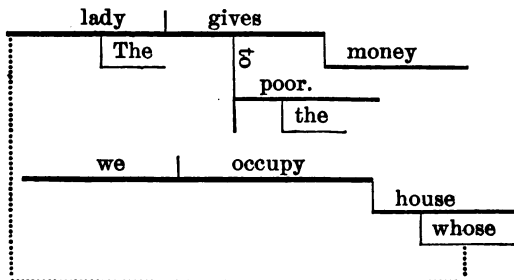
*Restrictive clauses will be explained in PART FOUR.

10. Notice these diagrams:

1. The man who cannot govern himself is a slave.



2. The lady whose house we occupy gives money to the poor.



As the relative pronoun is a connective, it is joined to its antecedent by a dotted line.

LESSON III.

ADVERB CLAUSES.

1. An Adverb Clause is one used to modify a verb, an adjective, or an adverb.

2. Analyze these sentences, and name the adverb clauses.

(Always tell whether the adverb clause expresses time, place, manner, etc.)

1. I shall go when the time comes.
2. When my friend was here, he gave me a book.
3. Although Columbus discovered a new world, he died poor.
4. The United States had two wars with England while George III. was king.

5. If it does not rain soon, the farmers will not raise much corn.
6. He lives where it never rains.
7. Napoleon was defeated because Grouchy was behind time.
8. Webster died before the Civil War began.

In the third sentence, the adverb clause denotes concession; in the fifth, it denotes condition. This will be explained in PART FOUR.

8. An adverb clause is set off by a comma, unless it closely follows the word it modifies; as—

1. When Bunyan wrote the "Pilgrim's Progress," he was in prison.
2. Bunyan was in prison when he wrote the "Pilgrim's Progress."

4. Write three complex sentences, each containing an adverb clause of time.

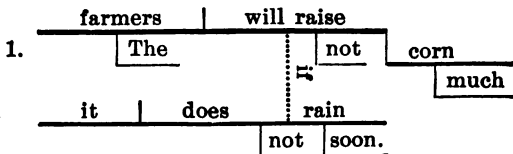
5. Write two sentences, each containing an adverb clause of manner.

6. Write two sentences, each containing an adverb clause of place.

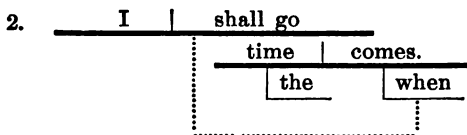
7. Write two sentences, each containing an adverb clause of cause or reason.

8. Write two sentences, one having an adverb clause of condition and the other a clause of concession.

9. Notice these diagrams:



In a complex sentence, the simple conjunction is placed on a dotted line connecting the predicate of the subordinate clause and the word in the principal clause modified by the subordinate clause.



Besides being a connective, **when** is an adverb (conjunctive adverb), modifying **comes**; therefore, it is written under **comes**, and is connected by a dotted line to the word modified by the subordinate clause.

LESSON IV.

ANALYSIS.

1. Notice the analysis of the following sentence:

The man that fell overboard was drowned before the boat reached him.

This is a complex, declarative sentence; **the man was drowned** is the independent clause, of which **man** is the subject, modified by **the**, an adjective, also by **that fell overboard**, a dependent, adjective clause, of which **that** is the subject, **fell** is the predicate, modified by **overboard**, an adverb of place; **was drowned** is the predicate of the independent clause, modified by **before the boat reached him**, a dependent, adverb clause of time, of which **boat** is the subject, modified by **the**, an adjective, **reached** is the predicate, and **him** is the object; **before** connects the adverb clause to **was drowned**.

2. Analyze these sentences according to the preceding model:

1. Men that are old and wise should be consulted by the young.
2. The criminal fled from the country whose laws he had broken.

3. Maize, which is another name for Indian corn, grows in America.
4. I am not solitary while I read, though nobody is with me.
5. Whither thou goest, I will go.
6. Confidence cannot dwell where selfishness is porter at the gate.
7. Measure your mind's height by the shadow it casts.

In this sentence the connective is a relative pronoun understood, which is the object of *casts*.

8. One who is contented with his present attainments will never become famous.
9. The house where we live is sixty years old.
10. By the banks of "bonny Doon" stands the cottage in which Robert Burns was born.

8. Diagram the sentences in paragraph 2.

LESSON V.

NOUN CLAUSE.

1. A Noun Clause is one used as a noun; as—

1. That Columbus discovered America, is a historic fact.

In this sentence, the dependent clause, **That Columbus discovered America**, is the subject of the verb *is*. Therefore it is a noun clause in the nominative case. The entire sentence is the independent clause when the dependent clause is the subject, object, or part of the predicate.

2. The Bible says that God gave Moses the Ten Commandments.

In this sentence, **that God gave Moses the Ten Commandments** is the object of the verb *says*. It is a noun clause in the objective case.

3. The question is, "How can we go?"

Here the clause. **How can we go?** is used in predicate with

the verb **is**, and means the same thing as the subject **question**. Therefore it is a noun clause in the nominative case.

2. In each of these sentences, pick out the noun clause, and name its case:

1. We learn from the Declaration of Independence that all men are created equal.
2. The general belief is, that the Northmen discovered America.
3. That Hannibal was a brave general, is disputed by few.
4. "A rolling stone gathers no moss," says an old proverb.
5. The Sadducees believed that there is no resurrection.
6. The prisoner's answer was, "I am not guilty."

3. A noun clause used in the predicate (attribute complement) is usually set off by a comma; as—

Our decision is, that the prisoner is not guilty.

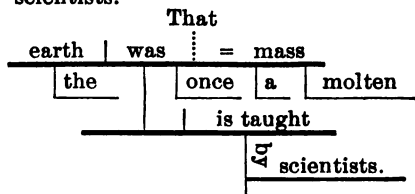
4. Write three complex sentences, each having—

1. A noun clause for the subject.
2. A noun clause in the predicate.
3. A noun clause for the object.

5. Analyze the sentences you have just written, and name the case of each noun clause.

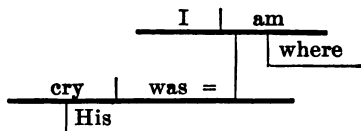
6. Notice these diagrams:

1. That the earth was once a molten mass, is taught by scientists.

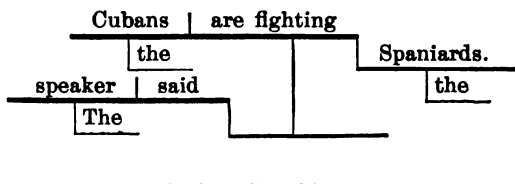


That is a conjunction, used as an introductory word, and is placed above the predicate, with which it is connected by a dotted line.

2. His cry was, "Where am I?"



3. The speaker said, "The Cubans are fighting the Spaniards."



LESSON VI.

ANALYSIS.

1. Analyze these sentences:

1. He asked, "What will the next lesson be?"
2. "He that borrows the aid of an equal understanding," said Burke, "doubles his own." (*Own* is an adjective.)
3. I knew that it was he.
4. "Where are all the good buried?" inquired Lamb.
5. Our conclusion is, that the statement is not correct.
6. That the world moves, was believed by Galileo.
7. The sentence for correction was, "All that glitters is not gold."
8. His statement was, "I wish that my friend would write a book."
9. The teacher asked why I inverted the divisor.

Why is an adverb of reason, modifying **inverted**. It does not give the reason, but asks for it.

10. "Here," said Tom, "I found them yesterday."

2. Diagram the preceding ten sentences.

LESSON VII.

1. Examine this sentence :

Mary reads and Lucy recites.

In this sentence there are two clauses, but neither one is a modifier ; both are independent.

2. A **Compound Sentence** is one that contains two or more independent clauses.

The connective between the clauses of a compound sentence is usually **and**, **but**, **or**, **nor**, etc.

3. Write a compound sentence, connecting the two clauses by —

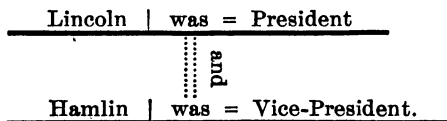
and, or, but, nor.

4. Write a simple, a complex, and a compound sentence with each of these words :

engine, soldier, farmer, rain, clouds.

5. Notice this diagram :

Lincoln was President and Hamlin was Vice-President.



The conjunction (coördinate conjunction) connecting the clauses of a compound sentence is written on a double-dotted line.

6. Analyze these sentences, then diagram them :

1. The army must gain a victory, or our cause will be ruined.
2. Justice was administered under the shade of a forest tree, and the jury sat upon a log.
3. Prosperity makes friends, but adversity tries them.
4. Plants live, grow, and die ; but they do not feel.
5. He was not a great traveler, nor was he fond of adventure.

LESSON VIII.

PHRASES—CLASSIFICATION AND USE.

1. A phrase is a group of words properly put together, but not having a subject and predicate.

2. With respect to form, phrases are Prepositional, Infinitive, and Participial.

3. A Prepositional Phrase is one whose first word is a preposition.

4. A Participial Phrase is one whose first word is a participle.

In poetry, the preposition or the participle may not be the first word of the phrase, but it will be the first when the words are arranged in their natural order.

5. An Infinitive Phrase is one introduced by an infinitive.

It must not be supposed that every phrase is introduced by a preposition, infinitive, or participle. Many expressions that are called phrases are not so introduced; as, *ripe apples*, *an old man*.

6. With respect to use, phrases are Adjective, Adverb, and Noun.

7. An Adjective Phrase is one used as an adjective.

8. An Adverb Phrase is one used as an adverb.

9. A Noun Phrase is one used as a noun.

10. Classify the phrases in these sentences with respect to form and use:

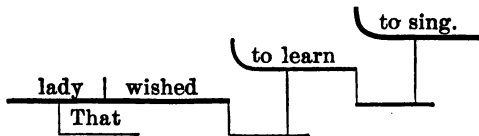
1. Napoleon, having been conquered, was sent to St. Helena.
2. A stack of wheat standing on the hill was struck by lightning.
3. Franklin was sent to France to ask aid for the colonies.
4. The young lady wished to learn to sing.
5. To tell the truth is our duty.
6. To meet difficulties bravely is to conquer them.

11. Write four sentences, each having—

1. A prepositional phrase.
2. A participial phrase.
3. An infinitive phrase.
4. An adjective phrase.
5. An adverb phrase.
6. A noun phrase.

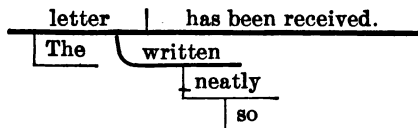
12. Notice these diagrams:

1. That lady wished to learn to sing.



In diagramming, the infinitive is written on a curved line.

2. The letter written so neatly has been received.



The diagram for the participle is the same as that for the infinitive.

LESSON IX.

ANALYSIS.

Analyze these sentences, then diagram them :

1. If spring has no blossoms, autumn will have no fruit.
 2. I love to lose myself in other men's minds.
 3. A pronoun is sometimes followed by the noun to which it refers.
 4. When anger rises, think of the consequences.
 5. We should endeavor to secure the friendship of that Being who holds in his hands the reins of the universe.
 6. He was anxious to go, but his friends restrained him.
 7. We know not when he departed.
 8. The general opinion is, that Cuba deserves freedom.
 9. The time, so long expected, finally arrived.
 10. Having carefully read the letter, he laid it away.
-

LESSON X.

**NOUNS—CLASSIFICATION AND PROPERTIES—
GENDER.**

1. A Noun is the name of anything.
2. A Proper Noun is the name of a particular person, place, or thing.
3. A Common Noun is a general name, and can be applied to any one of a class.
4. A Collective Noun is a name applied to a group of objects ; as, **herd, family, school**, etc.

5. An Abstract Noun is the name of a quality, not of a substance; as, **love, hate, forgetfulness**, etc.

6. A Material Noun is the name of some kind of matter or substance; as, **bread, meat, metal, flour**.

7. A Verbal Noun is one derived from a verb; as, **reading, walking**, etc.

Verbal nouns are sometimes called **Participial Nouns**.

8. A Diminutive Noun is one derived from another noun, and expresses an object of the same kind but smaller; as, **leaflet, duckling, hillock**.

Collective, abstract, material, verbal, and diminutive nouns are all common nouns.

9. The modifications of nouns and pronouns are Gender, Person, Number, and Case.

10. Gender is a distinction of nouns and pronouns in regard to sex.

11. The Masculine Gender denotes the names of males.

12. The Feminine Gender denotes the names of females.

13. The Common Gender denotes the names of either males or females, or both.

14. The Neuter Gender denotes the names of neither males nor females.

By a figure of speech called **Personification**, neuter objects are sometimes regarded as either masculine or feminine. Thus, the **sun, time, death, war**, etc., are usually considered as masculine; and the **earth, the moon, virtue, a ship, night**, etc., are generally considered as feminine. Names of objects con-

veying the idea of **strength**, **power**, or **grandeur** are in the masculine when personified; and names of objects conveying the idea of **beauty** or **weakness** are feminine. "The sun shines in his splendor, and the moon displays her silvery light."

Sometimes, when the personification is strongly marked, the name of the personified object should begin with a capital; as, "Come, O gentle Spring! with all thy beauty."

15. The gender of nouns is indicated in three ways:

1. By different words; as, **boy**, **girl**; **king**, **queen**.
2. By different terminations; as, **emperor**, **empress**; **executor**, **executrix**.
3. By different prefixes or affixes; as, **he-goat**, **she-goat**; **landlord**, **landlady**.

16. Learn the masculine and feminine forms of these nouns, and notice the formation of each:

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
abbot,	abbess;	giant,	giantess;
actor,	actress;	hart,	roe;
administrator,	administratrix;	heir,	heiress;
archduke,	archduchess;	hero,	heroine;
bachelor,	{ maid,	lad,	lass;
	{ spinster;	lord,	lady;
baron,	baroness;	lion,	lioness;
beau,	belle;	marquis,	marchioness;
bridegroom,	bride;	negro,	negress;
cock,	{ hen;	nephew,	niece;
rooster,		peer,	peeress;
count,		prince,	princess;
earl,	{ countess;	prior,	prioress;
czar,	czarina;	shepherd,	shepherdess;
don,	doña;	stag,	hind;
drake,	duck;	sultan,	sultana;
duke,	duchess;	swain,	nymph;
emperor,	empress;	testator,	testatrix;
friar,	{ nun;	viscount,	viscountess;
monk,		widower,	widow;
gander,	goose;	wizard,	witch.
gentleman,	{ gentlewoman,		
	{ lady;		

LESSON XI.

NOUNS—PERSON AND NUMBER.

1. Person is that modification of nouns and pronouns which denotes the speaker, the person spoken to, or the person spoken of.

2. The First Person denotes the speaker.

3. The Second Person denotes the person spoken to.

4. The Third Person denotes the person spoken of.

A noun is not often found in the first person, and when it is, it is used in connection with a pronoun that stands for the speaker; as, "I, **John**, saw the Holy City." "We, the **members** of the Crescent Literary Society."

5. Number is that modification of a noun or pronoun by which it denotes one or more than one.

6. The Singular Number denotes but one.

7. The Plural Number denotes more than one.

8. The plural is usually formed by adding **s** to the singular.

9. Nouns ending in **s**, **sh**, **ch**, **x**, and **z** form the plural by adding **es** to the singular.

10. Nouns ending in **y** preceded by a consonant change **y** to **i** and add **es**. Nouns ending in **y** preceded by a vowel simply add **s**.

11. The following nouns ending in **f** or **fe** form the plural by adding **s**:

brief, chief, dwarf, file, grief, gulf, hoof, handkerchief, mischief, proof, reproof, roof, safe, scarf, strife, surf, turf; and those ending in **ff**.

12. Other nouns ending in **f** or **fe** change **f** to **v** and add **es**.

13. Write the plural of these nouns:

daisy	sheaf	-	dress	latch	pony
wife	pansy		dish	money	proof
berry	shelf		grief	watch	alley
enemy	life		leaf	wharf	envoy
buoy	crutch		reef	colloquy	

14. Nouns ending in **o** preceded by a vowel form the plural by adding **s**; as —

folio, folios; ratio, ratios; oratorie, oratorios.

15. Most nouns ending in **o** preceded by a consonant form the plural by adding **es**, while a few others add **s**.

potato, potatoes;	cargo, cargoes;
piano, pianos;	grotto, grottoes;
buffalo, buffaloes;	echo, echoes;
solo, solos;	canto, cantos;
motto, mottoes;	tornado, tornadoes.

16. Letters, figures, and signs form the plural by adding the apostrophe (') and **s**; as —

1. Dot your **i's** and cross your **t's**.
2. Your **2's** are too large.

17. Some nouns are used only in the plural:

tongs, scissors, ashes, stairs, annals, victuals, riches, billiards, archives.

18. Some nouns are always singular :

gold, silver, wheat, corn, molasses, logic.

Some nouns may be used in the plural when different kinds are meant ; as, **sugars, coffees, cottons.**

19. The following are plural in form, but are always singular in meaning :

news, gallows, mathematics, ethics, politics ; and other words ending in **ics.**

20. Some nouns are alike in both numbers :

deer, pair, sheep, trout, cannon, swine, grouse, series, species, corps.

21. Write the plural of these nouns :

man, goose, inch, treaty, pulley, quarto, puff, ox, species, deer, half, party, safe, bunch, toy.

22. Write the singular of these nouns :

mice, children, ladies, lunches, series, tomatoes, cattle.

LESSON XII.

CASE.

1. Case is that modification of nouns and pronouns which shows their relation to other words.

2. A noun or pronoun used as the subject of a proposition is in the Nominative Case.

3. A noun or pronoun used in the predicate with an intransitive verb is in the Nominative Case ; as —

1. Napoleon was **emperor** of France.
2. Washington became **president**.

When a noun is in the predicate with a verb in the passive voice, it is in the Nominative Case; as—

1. Architecture has been called frozen **music**.
2. He was elected **captain**.

4. A noun used as the name of a person or thing addressed, or used independently,* is in the Nominative Case; as—

1. **Carlo**, come here.
2. **Solomon**, a wise man was he!

Notice the punctuation of the above sentences.

5. A noun or pronoun used as the object of a verb or preposition is in the Objective case.

A word may be in the objective case after a participle; as, "Hearing a **noise**, I turned."

Here **noise** is the object of the participle **hearing**.

6. Nouns denoting **weight, measure, value, distance, time**, etc., are in the Objective Case without a governing word; as—

1. The mountain is three **miles** high.
2. This man weighs two hundred **pounds**.
3. Good butter is worth thirty **cents** a **pound**.
4. This plant has grown two **inches** since yesterday.

Tell why each of the words in black type in the preceding sentences is in the objective case.

7. Examine these sentences:

1. I wish to go.
2. I wish Henry to go.

Who is to go in the first sentence? In the second sentence? What is the subject of the first sentence? Of the second?

*The different varieties of independent constructions will be explained in PART FOUR.

In the first sentence, **I**, the subject of the sentence, is also the subject of the infinitive **to go**. In the second sentence, **Henry** is the subject of the infinitive **to go**, and is in the objective case.

8. A noun or pronoun used as the subject of an infinitive is in the **Objective Case**, unless it is also the subject of the proposition.*

9. Name the case of each of the subjects of these infinitives:

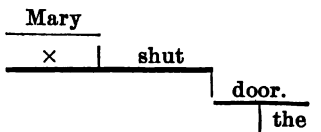
1. The father wishes his son to study grammar.
2. The son does not wish to study grammar.
3. The traveler planned to go to Africa.
4. The showman wanted his lion to be tamed.

10. When an intransitive infinitive has an objective subject it may have an **Objective Attribute**; as, I want him to be a **teacher**.

Here **teacher** is the attribute complement, but is in the objective case to agree with **him**. It may properly be called **objective attribute**.

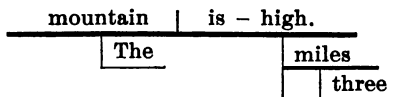
11. Notice these diagrams:

1. Mary, shut the door.



A word used independently is not connected with the sentence.

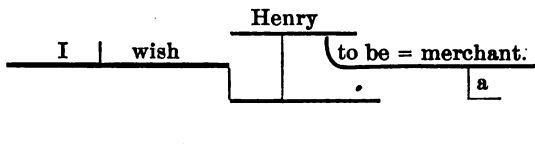
2. The mountain is three miles high.



* When the subject of the infinitive is a predicate noun, it is in the nominative case; as, "He is the man to be blamed."

A noun in the objective case without a governing word is diagrammed as if it were the object of a preposition, but nothing is written on the preposition line. As no preposition is understood, no cross should be used.

3. I wish Henry to be a merchant.



LESSON XIII.

CASE.—REVIEW.

1. Write three sentences, each having a word in the nominative case —

1. In predicate with a passive verb.
2. Used independently.

2. Write three sentences, each having a noun or pronoun in the objective case —

1. Object of a participle.
2. Object of an infinitive.
3. Without a governing word.
4. Subject of an infinitive.
5. Objective attribute.

3. Examine these sentences:

1. Henry, the bootblack, is an industrious boy.
2. I saw Henry, the bootblack.

Does **bootblack** refer to the same person as **Henry**? Of what use is the word **bootblack** in these sentences?

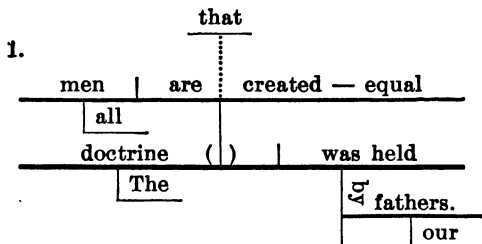
4. A noun or pronoun used to explain another noun or pronoun is said to be in the same case by apposition as the word explained.

In the first sentence given in paragraph 3, **bootblack** is in the nominative case in apposition with **Henry**, and in the second sentence it is in the objective case in apposition with **Henry**.

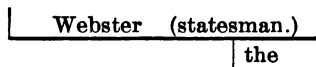
5. A noun in apposition is usually set off by a comma.

6. A noun clause may be in apposition with a word; as, "The doctrine that all men are created equal, was held by our fathers." The noun clause, **that all men are created equal**, is in the nominative case in apposition with **doctrine**.

7. Notice these diagrams:



2. I have read the orations of Webster, the statesman.



An appositive noun or pronoun is written on the same line as the word it explains, and is inclosed in a parenthesis.

8. Write four sentences, each having a noun or pronoun —

1. In the nominative case by apposition.
2. In the objective case by apposition.

9. Write two sentences, each having a noun clause in apposition with a word.

LESSON XIV.

REVIEW.

Name the case of each noun and each noun clause in these sentences, then diagram the sentences :

1. Think that to-day shall never dawn again.
2. We remained a week at Saratoga.
3. We rode three hours through a beautiful valley.
4. We walked four miles an hour.
5. Some houses in Chicago are one hundred and fifty feet high.
6. Franklin, the philosopher and statesman, was American minister to France.
7. Mr. Roberts, the teacher, gave his book, a grammar, to Henry, his oldest pupil.
8. This man desires his son to be a lawyer.
9. Do you believe that old proverb, "Honesty is the best policy"?
10. It is evident that my friend is right.
11. The order is this: "Follow your leader."

LESSON XV.

REVIEW.

1. Write two sentences, each having a noun in the—
 1. Nominative case in predicate.
 2. Nominative case in apposition with subject.
 3. Nominative case in apposition with predicate noun.
 4. Nominative case by direct address.
 5. Objective case in apposition with the object.
 6. Objective case without a governing word.

2. Write a sentence having a noun clause in the —

1. Nominative case, subject.
2. Nominative case in apposition with the subject.
3. Nominative case in the predicate.
4. Objective case, object of a verb.
5. Objective case in apposition with a noun.

3. Write a sentence containing a word in apposition with —

the Hudson, London, Shakespeare, Europe, William McKinley, Victoria.

LESSON XVI.

CASE—THE POSSESSIVE.

1. The Possessive Case denotes the possessor, or owner.

2. Singular nouns, and plurals not ending in **s**, form the possessive by adding the apostrophe (') and **s**. Plurals ending in **s** add the apostrophe (') only.*

3. Write the possessive singular and the possessive plural of these nouns:

dog	boy	man	lion	city	foot
fox	child	tooth	ox	pony	mouse

4. When the same thing belongs to two or more in common, the possessive sign is added only to the last; as —

1. Parker and Wilson's store.
2. Lucy and Mary's books.

*A few exceptions will be found in PART FOUR.

Parker's and Wilson's store means that each owns a store. **Parker's and Wilson's stores** means that each owns more than one store. **Parker and Wilson's stores** means that they own more than one store in partnership.

5. When two nouns are in apposition the possessive sign is added only to the one nearest the name of the object possessed; as—

1. King Henry's dominions.
2. Henry, the king's, dominions.

In each of these sentences **Henry** and **king** are both in the possessive case, but only one sign is used.

6. Such complex nouns as **son-in-law, Duke of Wellington**, etc., use but one possessive sign, and add it to the last word; as—

1. His son-in-law's home.
2. The Duke of Wellington's career.

7. The following sentences are all correct. Give reasons for the use of the possessive sign:

1. These are neither Luther's nor Lucy's books.
2. This occurred neither during Lincoln's nor Grant's administration.
3. Smith, the captain's, life was full of adventure.
4. I bought this book at Johnson, the bookseller's, store.
5. Brown and Green's factory is large.
6. Bowman's and Haddam's house are large.
7. Bowman's and Haddam's houses are large.

In the 6th sentence, the word **house** is understood after the word **Bowman's**. In the 7th sentence, the word **houses** is understood after the word **Bowman's**.

8. Correct where necessary.

1. Howard's, the philanthropist's, life was spent in alleviating the sufferings of others.
2. For the prisoner's sake, his brother's.
3. He did it at his mother's request, a kind lady.

4. The Bank of England was established in William's and Mary's reign.
 5. This was neither the teacher nor the students' desire.
 6. Whittier's, the poet's, "Snow-Bound" is much admired.
 7. The Queen's of England salary is large.
 8. We use Allen & Greenough's Latin grammar.
-

LESSON XVII.

POSSESSIVE CASE.—REVIEW.

1. Write three sentences, each containing two or more nouns denoting joint ownership.
2. Write three sentences, each containing two or more nouns denoting separate ownership.
3. Write a sentence containing the possessive singular of—

father-in-law, king of India, Duke of Wellington.

4. Change these expressions to the form of the possessive case; thus:

The signature of the author—The author's signature.

1. The sting of the bee.
2. The stings of the bees.
3. The house of my friend George.
4. The domain of Alexander the Great.
5. The trial of Mary, Queen of Scots.
6. The home of Mary and Martha (sisters).
7. The homes of Mary and Martha (not sisters).
8. The poems of Bryant or Whittier.
9. The pianos of Root & Cady. (Joint possession.)
10. The pianos of Steinway and Chickering. (Separate possession.)

5. A noun in the possessive case is sometimes used to form a part of a complex or compound noun. When so used it should not be parsed separately; as—

1. Harper's Ferry is a town on the Potomac.
2. Bunyan wrote **The Pilgrim's Progress**.

LESSON XVIII.

PRONOUNS.

1. A Pronoun is a word used instead of a noun.
2. The Antecedent of a pronoun is the word for which it stands.
3. A Personal Pronoun is one that indicates its person by its form.
4. A Compound Personal Pronoun is one that is formed by adding to some forms of the personal pronouns **self** for the singular and **selves** for the plural.
5. A Relative Pronoun is one that relates to some preceding word or words, and connects clauses.
6. A Compound Relative Pronoun is one that is formed by adding **ever** or **soever** to the relatives **who**, **which**, and **what**.
7. **What**, when a relative, is equivalent to **the thing which**, or **the things which**, and is called a **Double Relative**.

8. An Interrogative Pronoun is one used in asking questions.

9. An Adjective Pronoun is one that performs the offices of an adjective and a noun.

Adjective Pronouns are sometimes called **Pronominal Adjectives**.

10. Adjective Pronouns may be divided into **Demonstrative Pronouns** and **Indefinite Pronouns**.

11. The Demonstrative Pronouns are:

<i>Singular.</i>	<i>Plural.</i>
this	these
that	those

12. The most common Indefinite Pronouns are **all, any, each, either, neither, few, many, none, one, other, another, some, several, such**.

13. A pronoun must agree with its antecedent in gender, person, and number, but its case is determined by its office in the sentence.

14. To **Decline** a noun or pronoun is to give its various forms to represent the different numbers and cases.

DECLENSION OF PRONOUNS.

PERSONAL PRONOUNS.

<i>Singular.</i>	{	Nominative: I	thou	you	he, she	it
	{	Possessive: my, mine*	thy, thine*	your, yours*	his, her, hers*	its
	{	Objective: me	thee	you	him, her	it
<i>Plural.</i>	{	Nominative: we	ye	you	they	
	{	Possessive: our, ours	your, yours	your, yours	their, theirs	
	{	Objective: us	you	you	them	

*Most authors consider *mine, thine, yours, and hers* in the possessive case. For another view, see page 248.

RELATIVE PRONOUNS.

<i>Singular.</i>	{	Nominative: who	which
		Possessive: whose	whose
		Objective: whom	which

The plural of the relatives is the same as the singular
That and **what** are not declined.

The interrogatives **who** and **which** are declined in the same manner as the relatives **who** and **which**.

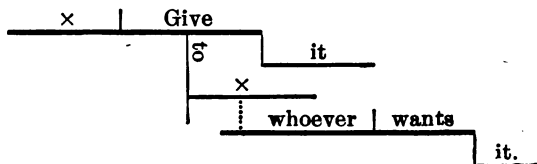
The compounds **whoever** and **whosoever** are declined in the same manner as **who**.

LESSON XIX.

PRONOUNS—Continued.

1. Notice these diagrams:

1. Give it to whoever wants it.

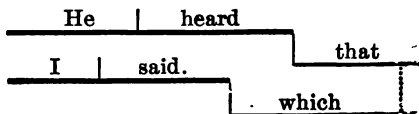


As the antecedent of a compound relative is never expressed, its place is indicated by a cross.

Remember that a relative (simple or compound) is always in the dependent clause, but its antecedent is always in the independent clause.

2. He heard what I said.

What = that which.



2. Parse the pronouns in these sentences, according to the model found on page 98.

1. Where lies the land to which the ship would go ?
2. My ramble soon led me to the church, which stood a little distance from the village.
3. ~~He~~ that is not with me is against me.
4. It was a dreary road.
5. It is strange that he should do it.

The antecedent of the first *it* is the noun clause *that he should do it*.

6. It was James that we saw.
7. It is they who must go.
8. You yourself should go.
9. Whom did you see ?
10. Take what you want.

Notice the idiomatic uses of *it* in the 5th, 6th, and 7th sentences. *It* may refer to a phrase, a clause, or to a noun of the masculine or feminine, singular or plural, for its antecedent.

3. Diagram the sentences in paragraph 2.

LESSON XX.

REVIEW.

1. Write a sentence having for its subject—

1. A personal pronoun, second, feminine.
2. A personal pronoun, first, masculine.
3. An interrogative pronoun.
4. An adjective pronoun.

2. Write a sentence containing—

1. A compound personal pronoun, first person.
2. A compound personal pronoun, second person.
3. A compound personal pronoun, masculine.

4. A compound personal pronoun, singular, masculine, nominative.
 5. A compound personal pronoun, plural, nominative.
 6. A relative pronoun, nominative.
 7. A relative pronoun, object of a verb.
 8. A relative pronoun, object of a preposition.
 9. A relative pronoun, possessive case.
 10. A compound relative.
 11. A double relative.
-

LESSON XXI.

PRONOUNS—Continued.

1. Of the relative pronouns, **who** is used for persons, **which** for animals and things, and **that** for persons, animals, and things.

It will be seen that the only difficulty in the choice of a relative is in deciding when to use **that**.

2. **That** is to be preferred to **who** or **which**—

1. When the antecedent embraces both persons and things; as, **The soldiers and horses that I saw**.
2. After the words **all**, **very**, and **same**.
3. After an adjective in the superlative degree.*

3. Give reasons for using **that** in these sentences:

1. The men and cattle that were on the train were killed in the wreck.
2. I watched the boy and monkey that were entertaining the crowd on the street.
3. This is the same book that my father used.
4. The thief lost all the money that he stole.
5. Solomon is said to have been the wisest man that ever lived.

* For the use of **that** in restrictive clauses, see PART FOUR.

4. Fill these blanks with **who** (or **whom**), **which**, or **that**:

1. He was deceived by the friend in — he trusted.
2. These are the same persons — assisted us before.
3. All — he heard did not change his opinion.
4. These Germans still remember the friends and the home — they left in Europe.
5. The train on — you came was two hours late.
6. He was the first — succeeded.

(**First** may be considered a superlative.)

5. Give the reason for the case of each pronoun in these sentences:

1. To whom did he go?
2. Whom did he tell? her or him?
3. It was intended for either you or him.
4. It was she.
5. It might have been they.
6. Know well whom you admit to your friendship.
7. This is between you and me.
8. I thought it was he.
9. I thought it to be him.
10. Whom did you take him to be? (You did take him to be whom?)
11. There are few better men than he (is).
12. He mistook her for me.
13. Do you know whom he sent?
14. Do you know who went?
15. Them that honor me I will honor. (I will honor them that honor me.)
16. He wants you and me to go.

LESSON XXII.

PRONOUNS—Continued.

Fill these blanks with pronouns in the correct case.
Give reasons for your choice:

1. This is a secret between — and —.
2. — did you see?
3. He knows — it was.
4. Was it — — you met?
5. What were you and — talking about?
6. My brother did fully as well as —.
7. Her mother and — have gone to the city.
8. — that seek shall find.
9. Is it — you wish to see?
10. — do you take me to be?
11. Mother went with sister and —.
12. We did not tell her — the letter was from.
13. Can you teach — and — to draw?
14. — is younger than —.
15. The teacher asked — and — to stay.
16. It is —, —, and — that are to blame.
17. He is the same man — met us on the bridge.
18. There goes the man — house was burned.
19. The gentleman — you spoke to is my uncle.
20. This is the longest lesson — we ever had.
21. The men and the tools — you sent for have arrived.
22. — do you sit with?
23. I know — you love.
24. — do you think that I am?
25. Did you see Robert and —?
26. I saw you and — in the city.
27. I do not know — they said went.
28. Father told James and — to go to school.
29. He married a lady — they say is very wealthy.
30. She married a man — I know to be worthless.
31. I saw the man — I think is to speak.

82. He addressed Lillian and —.
83. All are gone but — and —. (When **but** means **except**, it is a preposition.)
84. It was — — you said it was.
85. It was — — you said it to be.
86. Lucy and — go to school.

(This last blank can be filled by seven different personal pronouns. Find them.)

LESSON XXIII.

PRONOUNS—Continued.

1. **Which** and **what** often are interrogative adjectives; as—

1. Which book have you?
2. What answer did he make?

We have now used **what** as an interrogative pronoun, a double relative, and an adjective. It is sometimes an adverb, meaning partly; as, "What by economy and what by industry he amassed a fortune."

What is also an interjection; as, "What! did he go?"

2. In these sentences each pronoun agrees with its antecedent in gender, person, and number. Examine carefully:

1. Each one of us must prepare **his** own lesson.
2. Boys, every one of you is responsible for **his** own conduct.
3. Has everybody solved **his** problems?
4. All the girls have **their** hats.
5. Each girl has **her** hat.
6. Each person in the world should do **his** best.
7. Not an elk nor a deer made **its** appearance.
8. Many a man looks back on the days of **his** youth with regret.

9. Neither Mary nor Susan offered **her** assistance.
10. Mary and Susan offered **their** assistance.
11. If any one thinks it is easy to recite a poem in public, let **him** try it.
12. The earth is my mother, and I will recline upon **her** bosom.
13. Every governor and magistrate does as **he** thinks best.
14. No man or woman is able to get rid of **his** vices without a struggle.
15. Each man and woman must do **his** duty.

In each of the last two sentences, the pronoun **his** has two antecedents, one masculine and one feminine. In such cases the pronoun should be masculine.

3. Write eight sentences, each having a personal pronoun, or a compound personal pronoun, and be sure that each pronoun agrees with its antecedent. Have such sentences as will show that you understand the subject.

LESSON XXIV.

PRONOUNS—Continued.

Fill each of these blanks with the proper personal pronoun to agree with its antecedent:

1. Every person should try to improve — mind and heart.
2. Each of our party carried a knapsack with —.
3. A person who is resolute and energetic will be apt to succeed in — undertakings.
4. I did not notice which one of the men finished — first.
5. Every soldier and every officer remained at — station all night.
6. Mary and Lucy will favor us with — company.
7. Mary or Lucy will favor us with — company.
8. Notice is hereby given to every person to pay — taxes.

9. All persons are required to pay — taxes.
 10. You borrow one foot, or twelve inches, and add — to the upper number.
 11. Every herb, every flower, and every animal shows the wisdom of Him who made —.
 12. Coffee and sugar are luxuries, but great quantities of — are consumed annually.
 13. If anyone wishes to join the church, let — come forward.
 14. It is difficult for any judge or juror to be unprejudiced in — opinion.
 15. Every city, village, and farm furnishes — quota of soldiers.
 16. This is such bad news that I cannot believe —.
 17. If you find "Longfellow's Poems," send — to me.
 18. The audience kept — seats until the close.
 19. If you have any molasses, please send me a gallon of —.
 20. The government will be compelled to change — orders.
 21. If any boy or girl be absent, — must go to the foot of the class.
 22. Do you know which one of the students wrote — essay first?
 23. Lincoln, the President, the Emancipator, and the Martyr, will always live in the hearts of — countrymen.
-

LESSON XXV.

NOUNS AND PRONOUNS—PARSING.

Analyze these sentences, and parse the nouns and pronouns:

1. I was born an American, I live an American, and I shall die an American.
2. He that would have the kernel must crack the shell.
3. The truly great man is he who does not lose his child-heart.

4. I refer to Milton, him who wrote "Paradise Lost."
 5. It was Hadley, he who wrote a Greek grammar.
 6. Reputation is what we are thought to be; character is what we are.
 7. The tongue is the only weapon that can heal the wounds that it makes.
 8. I have heard of Byron, the poet's, dissipation.
 9. It was Joseph, he whom Pharaoh promoted.
 10. This is the book that we are to study.
 11. I believe in a religion whose origin is divine.
 12. Whoever comes shall be admitted. (Whoever = he who.)
 13. I remember what was said.
 14. Conscience makes the bitter memory of what he was.
 15. Whosoever will may come.
-

LESSON XXVI.

NOUNS AND PRONOUNS.—REVIEW.

1. Write two sentences, each containing a noun —
 1. In the nominative, attribute complement.
 2. In the nominative, apposition with subject.
 3. In the nominative, apposition with attribute complement.
 4. In the objective, apposition with object of verb.
 5. In the objective, subject of infinitive.
 6. In the objective, objective attribute.
 7. In the possessive by apposition.
 8. In the nominative, independent.
2. Write one sentence in accordance with each of the first six of the preceding directions, using pronouns instead of nouns.

LESSON XXVII.

ADJECTIVES—CLASSIFICATION AND COMPARISON.

1. An Adjective is a word used to modify a noun or a pronoun.

2. A Descriptive Adjective is one that describes a noun or pronoun by expressing some quality belonging to it.

3. A Definitive Adjective is one that does not express a quality.

4. The definitive adjectives **a**, **an**, and **the** are sometimes called **Articles**. **The** is the **Definite Article**, and **a** or **an** is the **Indefinite Article**.

A is used before words beginning with a consonant sound, and **an** is used before words beginning with a vowel sound. Examples: **a** horse, **a** nest, **a** union, **an** apple, **an** orange, **an** honest man.

5. Definite Adjectives that express number and order definitely are called **Numeral Adjectives**.

Cardinals denote simply the number of objects; as, **three**, **forty**.

Ordinals denote the position of an object in a series; as, **third**, **fortieth**.

Multiplicatives denote how many fold; as, **threefold**, **fortyfold**.

6. A **Proper Adjective** is one derived from a proper noun; as, **American**, **English**, **French**. Proper adjectives should begin with a capital letter.

7. Comparison is a variation of descriptive adjectives to express the quality in different degrees.

8. There are three Degrees of Comparison: the Positive, the Comparative, and the Superlative.

9. The Positive Degree expresses the simple quality; as, **large, wise.**

10. The Comparative Degree expresses the quality in a higher or lower degree; as, **larger, less wise.**

The Comparative is used in comparing two objects or classes of objects; as, **James is taller than his brother. These two apples are larger than those three.**

11. The Superlative Degree expresses the quality in the highest or lowest degree; as, **largest, least wise.**

The Superlative is used in comparing three or more things; as, **Jupiter is the largest of the planets. Samuel is the oldest of the three boys.**

12. Adjectives of one syllable are compared by adding to the positive **er** for the comparative, and **est** for the superlative.

Review rules of spelling given in PART TWO.

13. Adjectives of more than two syllables are compared by prefixing **more** and **most.**

14. Adjectives of two syllables ending in **y** or silent **e** are compared by adding **er** and **est.**

Some adjectives of two syllables accented on the last are compared by adding **er** and **est**; as, **polite, politer, politest.**

Some adjectives ending in **ow** are compared by adding **er** and **est**; as, **narrow, narrower, narrowest**.

Other adjectives of two syllables are compared by prefixing **more** and **most**.

15. Some adjectives are irregular in comparison :

bad,	}	worse,	worst;
evil,			
ill,			
good,	}	better,	best;
well,			
little,		less,	least;
many,	}	more,	most;
much,			
near,		nearer,	{ nearest;
			{ next;
old,	{	older,	oldest;
		elder,	eldest.

16. To express decrease or inferiority, adjectives are compared by prefixing **less** and **least**; as, **important, less important, least important**.

17. Write the comparison of these adjectives :

dim	wet	sad	ill
much	little	doubtful	pretty
perfect	any	wise	yellow

LESSON XXVIII.

ADJECTIVES—Continued.

1. The comparative considers the objects compared as belonging to different classes.

1. The mother was fairer than any of her daughters.
2. Texas is larger than any other state in the Union.

The rule in paragraph 1 is sometimes expressed by saying, "When the comparative is used, the latter term of comparison must exclude the former." In the second sentence just given, the latter term of comparison is **any other state**, which does not include **Texas**, the former term of comparison. If **other** is omitted, the latter term will be **any state**, which will, of course, include **Texas**.

2. The superlative considers the objects as belonging to one class.

1. The mother was the fairest of women.
2. Texas is the largest state in the Union.

The rule in paragraph 2 is sometimes expressed by saying, "When the superlative is used, the latter term of comparison must include the former." In the second sentence just given, the latter term of comparison is **state in the Union**, which will include **Texas**.

3. Sometimes the use or the omission of **a**, **an**, or **the** makes quite a change in the meaning of the sentence.

The black and the white horse means two horses. **The black and white horse** means one horse with two colors. **A house and a lot** means two separate pieces of property; the house is not on the lot. **A house and lot** means that the house is on the lot. **He was married to an amiable and an estimable woman** means that he had two wives. **He was married to an amiable and estimable woman** means that he had one wife.

4. You have already learned that adjectives may be placed before the words they modify, or they may be used in the predicate. They may also be used **Appositively**; as—

1. The snow, **white** and **pure**, covered the landscape.
2. The rose, **beautiful** and **fragrant**, is the fairest of flowers.

5. The following sentences are correct. **Examine** them carefully:

1. He has another and better reason.
2. He has another and a better reason.

What difference in the meaning of these two sentences?

3. He does not deserve the name of gentleman.
4. The whites of America are descendants of the Europeans.

Why not the descendants?

5. The north and the south line of the field extend east and west.
6. The north and south lines on a map are meridians. They extend north and south.
7. This kind of horses and these kinds of cattle are not found in Asia.

6. In some of these sentences the adjectives are used incorrectly. Correct where necessary:

1. The right and left hand were both diseased.
2. The Latin and the Greek words in English are many.
3. I do not admire those kind of people.
4. The fourth and the fifth verse are short.
5. My uncle owns a large and small house.
6. One who rules is often known by the name of a king.
7. The sick and wounded were left in the camp.
8. I have not heard from home for this two weeks.

7. Observe that when the article is repeated the verb

will often be plural although the subject expressed may be singular.

1. The east and the west end (not ends) of the house are white.
2. An old and a new book are on the table.

It will readily be seen that in the above sentences one subject is understood.

8. In the following sentences the comparative and the superlative are used correctly. Study carefully:

1. My mother is the eldest of five sisters.
2. Which is the better of the two?
3. Iron is more useful than any other metal.
4. Iron is the most useful of metals.
5. This picture is, of all paintings, most fascinating to me.
6. China has a greater population than any other country on the globe.

It will be observed that the comparative degree is generally followed by **than**, and that when **than** is used we always have a complex sentence. When we say **He is younger than I**, the full sentence is, **He is younger than I am young**.

LESSON XXIX.

ADJECTIVES—Continued.

1. Write two sentences, each containing three adjectives—

1. Placed before the noun.
2. Used in the predicate.
3. Used appositively.

2. Some of the following sentences are incorrect. Make the proper changes:

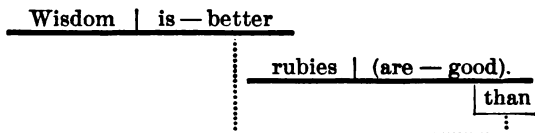
1. The youngest of the two sisters is the handsomest.

2. He is the strongest of all the boys in school.
3. The boy is the brightest of all his classmates.
4. Gold is more valuable than any other metal found in the United States.
5. Natural scenery pleases me the best of anything else.
6. That tree overtops all the trees in the forest.
7. Our present teacher is better than any teacher we ever had.
8. Our present teacher is the best we ever had before.
9. Nothing pleases me as much as beautiful scenery.
(Say **nothing else**. Why?)
10. This man, of all others, deserves promotion.

8. Parse the adjectives in these sentences:

1. A guilty conscience needs no accuser.
2. Wisdom is better than rubies.

When the comparative degree is followed by **than**, there will always be a complex sentence, and the positive degree of the same word (often not expressed) will be found in the subordinate clause. In such sentences, **than** is a conjunctive adverb, modifying the word in the positive degree and connecting the subordinate clause to the word in the comparative degree.



3. Every cloud has a silver lining.
 4. Sugar is sweeter than honey.
 5. New York is larger than Massachusetts.
 6. Much money and abundant food were sent to the needy sufferers of the lower Mississippi valley.
 7. He wandered over the earth, sad and weary.
4. Diagram the sentences in the preceding paragraph.

LESSON XXX.

REVIEW.

1. Analyze these sentences, and parse the nouns, pronouns, and adjectives:

1. The end must justify the means.
2. Fame is the last infirmity of noble minds.
3. A friend should bear his friend's infirmities.
4. Of all sad words of tongue or pen,
The saddest are these: "It might have been."
5. Did you find the book you wanted? (Relative pronoun omitted.)
6. This is the answer I expected.
7. Raphael painted some very wonderful pictures.
8. The weather-cock on the steeple told, in all kinds of weather, the direction of the wind.
9. Harold, the last Saxon king, was conquered by William, Duke of Normandy.
10. Every one can master a grief, but him that hath it.
11. Grief is best pleased with grief's society.
12. Bees gather honey for themselves, and men rob them of it.
13. Napoleon, the man Wellington defeated at Waterloo, died at St. Helena.

2. Diagram the preceding sentences.

LESSON XXXI.

VERBS—CLASSIFICATION.

1. A Verb is a word that denotes action or being.
2. A Regular Verb is one that forms its past tense and past participle by adding **ed** to the present, in accordance with the rules of spelling.

3. An Irregular Verb is one that does not form its past tense and past participle by adding **ed** to the present.

4. A Transitive Verb is one that requires an object to complete its meaning.

5. An Intransitive Verb is one that does not require an object to complete its meaning.

Sometimes a verb usually intransitive has an object; as, "I dreamed a dream"; "He ran a race." In such sentences, the verb is transitive.

An Intransitive Verb that does not imply action is sometimes called a **Neuter Verb**. Examples: "The book **lies** on the shelf." "Freedom **exists**."

6. A Defective Verb is one not used in all the modes and tenses; as, **must, ought, quoth**, etc.

7. A Redundant Verb is one having more than one form for its past tense or past participle.

8. An Impersonal Verb is one used only in the third person singular; as, "**It rains**"; "**It snows**."

The subject of an impersonal verb is always **it**.

9. Auxiliary verbs are those used in the conjugation of other verbs. They are **do, be, have, shall, will, may, can, must**.

Do, be, and have are often used as principal verbs.

10. A Finite Verb is any mode or tense of the verb except the infinitive and the participle.

11. The following list of irregular verbs should be studied until pupils are able to give the principal parts

of all in general use. Those marked **r** are also regular.
Forms little used are printed in black:

<i>Pres.</i>	<i>Past.</i>	<i>Past P.</i>	<i>Pres.</i>	<i>Past.</i>	<i>Past P.</i>
abide	abode	abode	cleave,	{ clove	{ cloven
am, be	was	been	r.	{ cleft	{ cleft
arise	arose	arisen	(to split)	{ clave	
awake, r.	awoke	awaked	cling	clung	clung
bake	baked	{ baked	clothe, r.	clad	clad
		{ baken	come	came	come
bear	{ bore	born	cost	cost	cost
	{ bare		creep	crept	crept
bear	{ bore	borne	crow, r.	crew	crowed
(to carry)	{ bare		cut	cut	cut
bet	bet	bet	dare, r.	durst	dared
bless, r.	blest	blest	deal	dealt	dealt
bid	bid, bade	bidden, bid	dig, r.	dug	dug
bind	bound	bound	do	did	done
bite	bit	bitten, bit	draw	drew	drawn
bleed	bled	bled	dream, r.	dreamt	dreamt
blow	blew	blown	dress, r.	drest	drest
break	{ broke	broken	drink	drank	{ drank
	{ brake				{ drunk
breed	bred	bred	drive	drove	driven
beat	beat	{ beaten	dwelt	dwelt	dwelt
		{ beat	eat	ate	eaten
begin	began	begun	fall	fell	fallen
bend, r.	bent	bent	feed	fed	fed
bereave, r	bereft	bereft	feel	felt	felt
beseech	besought	besought	fight	fought	fought
bring	brought	brought	find	found	found
build, r.	built	built	flee	fled	fled
burn, r.	burnt	burnt	fling	flung	flung
burst	burst	burst	fly	flew	flown
buy	bought	bought	forsake	forsook	forsaken
cast	cast	cast	freeze	froze	frozen
catch	caught	caught	get	got	got, gotten
chide, r.	chid	{ chidden	gild, r.	gilt	gilt
		{ chid	gird, r.	girt	girt
choose	chose	chosen	give	gave	given

<i>Pres.</i>	<i>Past.</i>	<i>Past P.</i>	<i>Pres.</i>	<i>Past.</i>	<i>Past P.</i>
go	went	gone	rid	rid	rid
grave, r.	graved	graven	ride	rode	ridden
grow	grew	grown	ring	{rang	rung
grind	ground	ground		{rung	
hang, r.	hung	hung	rise	rose	risen
have	had	had	rive, r.	rived	riven
hear	heard	heard	run	ran	run
heave, r.	hove	hove	saw, r.	sawed	sawn
hew, r.	hewed	hewn	say	said	said
hide	hid	hidden, hid	see	saw	seen
hit	hit	hit	seek	sought	sought
hold	held	{held	seethe, r.	seethed	sodden
		{holden	sell	sold	sold
hurt	hurt	hurt	send	sent	sent
keep	kept	kept	set	set	set
kneel, r.	knelt	knelt	shake	shook	shaken
knit, r.	knit	knit	shape, r.	shaped	shapen
know	knew	known	shave, r.	shaved	shaven
lade, r.	laded	laden	shear, r.	sheared	shorn
lay	laid	laid	shed	shed	shed
lead	led	led	shine	shone	shone
lean, r.	leant	leant	shoe	shod	shod
leap, r.	leapt	leapt	shoot	shot	shot
leave	left	left	show, r.	showed	shown
lend	lent	lent	shred	shred	shred
let	let	let	shrink	{shrunk	{shrunk
lie (recline)	lay	lain		{shrank	{shrunken
light, r.	lit	lit	shut	shut	shut
lose	lost	lost	sing	sang	sung
make	made	made	sink	sank	sunk
mean	meant	meant	sit	sat	sat
meet	met	met	slay	slew	slain
mow, r.	mowed	mown	sleep	slept	slept
pay	paid	paid	slide	slid	{slidden
pen, r.	pent	pent			{slid
(to inclose)			sling	slung	slung
put	put	put	slink	slunk	slunk
quit, r.	quit	quit	slit	slit	slit
rap, r.	rapt	rapt	smite	smote	{smitten
read	read	read			{smit
rend	rent	rent	sow, r.	sowed	sown

<i>Pres.</i>	<i>Past.</i>	<i>Past P.</i>	<i>Pres.,</i>	<i>Past.</i>	<i>Past P.</i>
speak	{ spoke spake	spoken	sweat	sweat	sweat
speed	sped	sped	sweep	swept	swept
spend	spent	spent	swell, r.	swelled	swollen
spill, r.	spilt	spilt	swim	swam	swum
spin	{ spun span	spun	swing	swung	swung
spit	spit, spat	spit	take	took	taken
split	split	split	teach	taught	taught
spread	spread	spread	tear	tore, tare	torn
spring	sprang	sprung	tell	told	told
stand	stood	stood	think	thought	thought
stave	{ staved stove	{ staved stove	thrive, r. {	thrived throve	thriven
stay	{ stayed staid	{ stayed staid	throw	threw	thrown
steal	stole	stolen	thrust	thrust	thrust
stick	stuck	stuck	tread	trod	{ trodden trod
sting	stung	stung	wax, r.	waxed	waxen
stride	strode	stridden	wear	wore	worn
strike	struck	{ struck stricken	weave	wove	woven
string	strung	strung	weep	wept	wept
strive	strove	striven	wet, r.	wet	wet
strew, r.	strewed	strown	whet, r.	whet	whet
swear	{ swore sware	sworn	win	won	won
			wind	wound	wound
			work, r.	wrought	wrought
			wring	wrung	wrung
			write	wrote	written

LESSON XXXII.

VERBS—VOICE.

1. The modifications of the verb are Voice, Mode, Tense, Person, and Number.

2. Voice is that modification of a transitive verb which shows whether the subject denotes the actor or the receiver of the action.

This is the definition usually given, and is probably correct, because only transitive verbs can have a passive voice. Intransitive verbs have only the active voice.

3. The Active Voice is that form of the verb which shows that the subject denotes the actor.

4. The Passive Voice is that form of a transitive verb which shows that the subject denotes the receiver of the action.

Many grammarians say that intransitive verbs have no voice, while many others say that they have only the active voice. In such sentences as "Birds fly," and "The boy runs," the subject of the intransitive verb surely represents the actor. Besides, all intransitive verbs are active in form. For these reasons, I believe that intransitive verbs have the active voice.

5. The Passive Voice of any verb will always consist of the past participle of that verb, preceded by some form of the verb **be**.

From this it follows that the passive of all the modes and tenses of any verb will always end with the same word. The past participle of **write** is **written**, and the passive of **write** in every mode and tense will end with the word **written**.

The form of the verb **to be** that should be used is the form found in the mode and tense called for in the passive verb. Example: The indicative, present-perfect, third, singular of **to be** is **has been**; therefore, the indicative, present-perfect, third, singular, passive of the verb **write** is **has been written**.

Sometimes the form of the verb **to be** is not expressed; as, "We found the water (to be) frozen." "The knife (that was) found in the yard belonged to the teacher."

There are two or three exceptions to the above rule for the formation of the passive; thus, the verbs in **He is gone**, and **The hour is come**, are in the active voice, although passive in form.

6. Classify these verbs, and name the voice of each :

1. The bridge has been built. (Remember that a passive verb is always transitive.)
2. In many places, the Mississippi has overflowed its banks.
3. The greyhound can run very rapidly.
4. Our neighbors are moving into their new house.
5. Heated air rises.
6. The Saxons came into England about the middle of the fifth century.
7. The lowing herd winds slowly o'er the lea.
8. Knowledge must be obtained by hard work.

7. Diagram the sentences in the preceding paragraph.

8. Name the voice of these verbs :

shall see, shall be seen, may have seen, may have been seen, has seen, had seen, had been seen, might have seen; can choose, could choose, shall have been chosen, to be chosen, are choosing, may be choosing, may be chosen; to have stolen, to have been stolen, having stolen, having been stolen, stole, is stolen.

9. Change the voice of all the verbs in these sentences without changing the meaning :

1. The traveler was astonished at the sight.
2. The heavens declare the glory of God.
3. The address of welcome to the Grand Army of the Republic was given by Henry Watterson.
4. Such examples incite young men to noble careers.
5. The philosopher sat in his chair. (Why cannot this be made passive?)
6. Health and plenty cheered the laborer.
7. A horse trod on the child's foot.
8. The sun rose at six.
9. The book lies on the table.
10. The commander must attend to this matter.

LESSON XXXIII.

VERBS — MODE.

1. Mode is that form or use of the verb which shows the manner in which the action or being is expressed.

2. The Indicative Mode is used to assert a fact or an actual existence. It is also used in asking questions.

3. The Potential Mode asserts the power, necessity, liberty, or possibility of action or being. This mode may be used in asking questions.

The sign of the potential mode is **may, can, must, might, could, would, should**.

4. The Subjunctive Mode asserts an uncertainty, a wish, or a supposition; as —

1. If my brother were here, he would assist me.
2. If he be industrious, he will succeed.

As this mode is considered quite difficult, its further study will be found in **PART FOUR**.

5. The Imperative Mode is used to express a command, a request, or an entreaty.

6. Write two sentences in which the verb is in —

1. The indicative.
2. The potential.
3. The imperative.

7. Name the mode of each verb in these sentences;

1. I wish I were at home.
2. Can you solve the problem?

3. "Evangeline" was written by Longfellow.
 4. The czar of Russia was assassinated by Nihilists.
 5. The city could have been captured by a brave army.
 6. Try to learn something new every day.
 7. The laws must be obeyed.
8. Name all the passive verbs in the preceding sentences.
9. Diagram the sentences in paragraph 7.
10. Name the mode of each of these verbs:
- might throw, was throwing, has thrown, can throw,
should throw, is thrown, have been thrown, had
thrown, might throw; throw the stone; if it be
thrown; the javelin had been thrown.

LESSON XXXIV.

VERBS—TENSE, PERSON, NUMBER.

1. Tense is that form or use of the verb that shows the time of an action or being.
2. The Present Tense denotes present time.
3. The Present-Perfect Tense expresses action or being as completed at the present time.
4. The Past Tense denotes past time.
5. The Past-Perfect Tense expresses action or being as completed at some past time.
6. The Future Tense denotes future time.

7. The Future-Perfect Tense expresses action or being as completed at some future time.

The indicative is the only mode that has the six tenses.

The potential has only the present, present-perfect, past, and past-perfect. The sign of the present is *may*, *can*, or *must*; of the present-perfect, *may have*, *can have*, or *must have*; of the past, *might*, *could*, *would*, or *should*; of the past-perfect, *might have*, *could have*, *would have*, or *should have*.

The imperative is used only in the present.

8. Name the mode and tense of these verbs:

is written, was written, have written, write, shall have written, has been written, has written, might write, can write; go, went, might have gone, can have gone, should go, could have gone, shall go, will go, had gone, must go, must have gone.

9. Finite verbs have the same person and number as their subjects.

1. A collective noun requires a plural verb when the individuals are thought of, but a singular verb when the collection is considered as a unit; as, "The committee were invited, and all came."
"The committee was large."
2. Two or more subjects connected by *and* require a plural verb; as, "Industry and perseverance are required."
3. Two or more singular subjects taken separately (usually connected by *or*, *nor*, etc.) require a singular verb; as, "Europe, Asia or Africa has a greater population than South America."
4. Two or more singular subjects preceded by *each*, *every*, or *no* require a singular verb; as, "Each animal, plant, and mineral has its use."
5. When one subject is affirmative and the other negative, the verb agrees with the affirmative subject; as, "The sailors, not the captain, are to blame."
"The captain, not the sailors, is to blame."

6. When there are two subjects, taken separately, and differing in number or person, the verb agrees with the nearest subject; as, "Neither the mother nor the daughters are pleased." "Neither the daughters nor the mother is pleased."
 7. The first four of the preceding rules for the agreement of the verb apply also to the agreement of the pronoun with its antecedent.*
-

LESSON XXXV.

VERBS—AGREEMENT.

1. The verbs and pronouns in these sentences are correct. Give reasons for the forms used:

1. Talking and doing are not the same.
2. Many a man has sad recollections of his youth.
3. Every train and steamboat was crowded.
4. From what country is each of your parents?
5. Every one of the witnesses says the same thing.
6. Either you or I am in the wrong.
7. A box of figs was sent us as a present.
8. There were more than one of us.
9. The victuals are cold.
10. The word **victuals** is singular.
11. There are no tidings.
12. Neither wife nor child was there to meet him.
13. Books, and not pleasure, are his delight.
14. Money, as well as men, is needed.
15. To possess and to profess are two different things.
16. "Very true," say they.
17. Chaucer's "Canterbury Tales" is an old poem.
18. A variety of pleasing objects charms the eye.

* These are the principal rules for the agreement of a verb. A few special rules and suggestions will be given in PART FOUR.

19. Twenty-five dollars is not too much for a bicycle.
20. You or Thomas is mistaken.
21. The condition of the roads is very bad.
22. Hence arise the following conclusions.
23. Everybody is very kind to me.
24. Either he or I am to blame.

2. Correct the following errors, and give your reasons:

(Always be sure you know what words are the subject and predicate before you attempt to correct the sentence.)

1. What studies have each of the boys?
2. Every one of the boys are in their place.
3. One of you are wrong.
4. There is one or more reasons for this.
5. Six days' work have been done.
6. Either you or he are responsible.
7. Nothing but vain and foolish pursuits delight some persons.
8. The people, not the government, is responsible for the welfare of the nation.
9. The number of our days are with Thee.
10. Between grammar and logic there exists many connections.
11. "Oats" are a common noun.
12. The youth of this country has many opportunities.
13. Idleness and ignorance brings sorrow.
14. My brother, with two friends, have arrived.
15. Strong arguments, not a loud voice, brings conviction.
16. In him were found neither deceit nor any other vice.
17. Either the horse or the wagon are to be sold.
18. The door of the cell is open, and within stands two prisoners.
19. Avarice is one of the passions that is never satisfied.
20. The sun, with all its planets, are but a small part of the universe.

LESSON XXXVI.

AGREEMENT—Continued.

1. Some of the following are correct and some are incorrect. Make the corrections necessary:

1. More than one has had a hand in this affair.
2. Everyone must follow their own views on the question.
3. Both money and labor were spent on it.
4. Either you or I are the one **who** they have selected.
5. Each of these studies have their own difficulties.
6. The report of the mayor and clerk were presented.
7. The report of the mayor and of the clerk was presented.
8. Not her beauty, but her talents, attract attention.
9. Her talents, not her beauty, attract attention.
10. It is her beauty, and not her talents, that attract attention.
11. To do justly, to love mercy, and to be humble, are duties of universal obligation.
12. Each day and each hour bring their portion of duty.

2. Insert suitable verbs in the following blanks:

1. Not one of my neighbor's sons — succeeded in business.
2. There — my neighbor and her daughter.
3. Time and tide — for no man.
4. That able scholar and critic — a valuable library.
5. The crime, not the scaffold, — the shame.
6. A bushel of pears — taken from one tree.
7. Neither he nor I — frightened.
8. He or his brother — the book.
9. There — been several vessels lost on these rocks.

3. Write two sentences, each having a verb that has —

1. Two or more subjects connected by **and**.
2. Two or more singular subjects connected by **or** or **nor**.

3. Two singular subjects connected by **as well as**.
4. Two subjects, differing in number, and taken separately.
5. Two subjects, differing in person, and taken separately.
6. Two subjects, differing in number, one affirmative and the other negative.

LESSON XXXVII.

VERBS—CORRECT FORMS.

1. The following verbs should receive special study:

	<i>Present.</i>	<i>Present Participle.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
1.	{ lie,	lying,	lay,	lain,
	{ lay,	laying,	laid,	laid.
2.	{ sit,	sitting,	sat,	sat,
	{ set,	setting,	set,	set.
3.	{ rise,	rising,	rose,	risen,
	{ raise,	raising,	raised,	raised.

The first verb of each of the above pairs is intransitive, and cannot be used with an object nor in the passive voice. The second verb of each pair is transitive, and can be used only with an object or in the passive voice. **Set**, when applied to the sun, or meaning to set out on a journey, is intransitive.

2. In the following sentences the preceding verbs are used correctly:

1. After the game, the ball-players lay down to rest.
2. The pupil laid his book on the table, and there it still lies.
3. The foundation stones were laid in cement.
4. Set the basket down and sit on that chair.
5. The girls are sitting on the porch, looking at the setting sun.
6. The workmen raised the bridge before the river rose.
7. Rising from his chair, and raising his right arm, the orator began to speak.

3. Fill each of these blanks with the proper form of one of the verbs in the first pair given in paragraph 1:

1. The book was — on the table. Yes, I — it there.
Well, let it —.
2. The sick man has — on his bed a long time.
3. What plans are you — now?
4. Have they — their burdens down?
5. I remember when the corner-stone was —.
6. — here, and — your head on the pillow.

4. Fill these blanks with the proper forms of the verbs mentioned in paragraph 1:

1. Mary, you may — the table.
2. William is — by the stove, but Samuel is — the old hen.
3. The traveler rose early, and — out at six o'clock.
4. Your coat — well.
5. — yourself down and — still.
6. The creek is (rising, raising), and the men are (rising, raising) that old house.
7. We found the knife — in the road.
8. Much land has been — waste by the high water.
9. The trial was (set, sat) for next Monday.
10. After fighting all day, the soldiers — down on the ground to sleep.

5. Use each of these words in a sentence:

lie	lies	lying	lain
lay	lays	laying	laid
sit	sits	sitting	sat
set	sets	setting	rises
raises	rose	raised	rising

LESSON XXXVIII.

CORRECT FORMS—Continued.

1. The past tense is never used with an auxiliary verb, and the past participle is never used without an auxiliary (sometimes not expressed)

2. Choose the right word, and give reasons:

1. He (done, did) it.
2. I (seen, saw) him.
3. Have you ever (saw, seen) a giraffe?
4. Has he (wrote, written) the letter?
5. The letter (wrote, written) yesterday was mailed to-day. (**That was** is understood.)
6. Has the messenger (come, came) yet?
7. The storm soon (began, begun).
8. The boy said his book was (tore, torn).
9. Some of our best apples were (stole, stolen).
10. I (knewed, knew) him as soon as I (saw, seen) him.
11. The train had (gone, went) an hour before I (come, came).
12. This work cannot be (did, done) in one day.
13. She (ought, had ought) to go. (**As the verb ought** has no past participle, it cannot be used with an auxiliary.)
14. He was (chose, chosen) umpire of the game.
15. The tune was (sung, sang) well.
16. That witness has surely (swore, sworn) falsely.

3. Select the right verbs, and give reasons:

1. I (think, guess, expect, suppose) that he is sick.
2. (Guess, think) how many grains are on this ear of corn.
3. Will you (learn, teach) me to skate?
4. Mother, I will (go, come) to see you next week.
5. Try (and, to) learn your lesson.
6. I (expect. think) he has gone to Europe.

7. I expected (to be, to have been) in New York by this time.

8. He (don't, doesn't) believe in hypnotism.

Remember that **don't** can be used only as a contraction for **do not**.

4. Use the past tense and past participle of each of these verbs in a sentence:

blow	throw	see	do
go	ride	eat	come
break	begin	draw	fly
know	sing	swim	take

LESSON XXXIX.

VERBS—CONJUGATION.

1. The conjugation of a verb is the orderly arrangement of its voices, modes, tenses, persons, and numbers.

2. The auxiliaries **can, may, shall, and will** have forms for the past: **could, might, should, and would**.

These forms are said by grammarians to be in the past tense, but they do not express past time. **Tense does not always mean time.**

3. On the following pages will be found the conjugation of the verb **to be**.*

INDICATIVE MODE.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,
2. You are,	2. You are,
3. He is.	3. They are.

*There is a tendency in many schools to neglect the study of conjugation. Probably this is the reason why so many students (and many teachers, too) cannot parse a verb correctly. Conjugations should be studied until the pupil can give any voice, mode, or tense called for.

PRESENT-PERFECT TENSE.

Singular.

1. I have been,
2. You have been,
3. He has been, or hath been.

Plural.

1. We have been,
2. You have been,
3. They have been.

PAST TENSE.

1. I was,
2. You were,
3. He was.

1. We were,
2. You were,
3. They were.

PAST-PERFECT TENSE.

1. I had been,
2. You had been,
3. He had been.

1. We had been,
2. You had been,
3. They had been.

FUTURE TENSE.

1. I shall be,
2. You will be,
3. He will be.

1. We shall be,
2. You will be,
3. They will be.

FUTURE-PERFECT TENSE.

1. I shall have been,
2. You will have been,
3. He will have been.

1. We shall have been,
2. You will have been,
3. They will have been.

SUBJUNCTIVE MODE.

PRESENT TENSE.

1. If I be,
2. If you be,
3. If he be.

1. If we be,
2. If you be,
3. If they be.

PAST TENSE.

1. If I were,
2. If you were,
3. If he were.

1. If we were,
2. If you were,
3. If they were.

POTENTIAL MODE.

PRESENT TENSE.

1. I may be,
2. You may be,
3. He may be.

1. We may be,
2. You may be,
3. They may be.

PRESENT-PERFECT TENSE.

Singular.

1. I may have been,
2. You may have been,
3. He may have been.

Plural.

1. We may have been,
2. You may have been,
3. They may have been.

PAST TENSE.

1. I might be,
2. You might be,
3. He might be.

1. We might be,
2. You might be,
3. They might be.

PAST-PERFECT TENSE.

1. I might have been,
2. You might have been,
3. He might have been.

1. We might have been,
2. You might have been,
3. They might have been.

IMPERATIVE MODE.

PRESENT TENSE.

2. Be, or do thou be.

2. Be, or do ye or you be.

INFINITIVES.

*Present, To be.**Present-Perfect, To have been.*

PARTICIPLES.

*Present, Being.**Past, Been.**Past-Perfect, Having been.*

4. In the study of conjugation it should be observed that—

1. In the formation of the futures, we have two auxiliaries, **shall** and **will**. For the expression of simple futurity, we use **shall** in the first person, and **will** in the second and third persons, as given in the table. On the other hand, by using **will** in the first person and **shall** in the second and third persons, we express the various ideas of promise, command, obligation, etc. Thus: "I will be there" expresses a promise. "Thou shalt love the Lord thy God" is a command. "He shall do it" (*i. e.*, I will make him) expresses obligation or necessity.

2. The singular form, **thou art**, etc., is now used only in acts of worship, or on other solemn occasions. In ordinary discourse, in addressing one person, we say **you are**, **you were**, etc., the meaning being singular, but the form plural.
3. In the third person, the subject of the verb may be any of the personal pronouns, **he**, **she**, **it**, any of the relative pronouns, **who**, **which**, **what**, **that**, etc., or any noun. For convenience of recitation, only one subject is inserted.
4. In the potential mode the auxiliary may be —
 In the present tense, **may**, **can**, or **must**;
 In the past tense, **might**, **could**, **would**, or **should**;
 In the present-perfect tense, **may have**, **can have**, or **must have**;
 In the past-perfect tense, **might have**, **could have**, **would have**, or **should have**.

LESSON XL.

VERBS — CONJUGATION — Continued.

1. Conjugation of the verb **Love**, in the Active Voice.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

1. I love,
2. You love,
3. He loves.

Plural.

1. We love,
2. You love,
3. They love.

PRESENT-PERFECT TENSE.

1. I have loved,
2. You have loved,
3. He has loved.

1. We have loved,
2. You have loved,
3. They have loved.

PAST TENSE.

Singular.

1. I loved,
2. You loved,
3. He loved.

Plural.

1. We loved,
2. You loved,
3. They loved.

PAST-PERFECT TENSE.

1. I had loved,
2. You had loved,
3. He had loved.

1. We had loved,
2. You had loved,
3. They had loved.

FUTURE TENSE.

1. I shall love,
2. You will love,
3. He will love.

1. We shall love,
2. You will love,
3. They will love.

FUTURE-PERFECT TENSE.

1. I shall have loved,
2. You will have loved,
3. He will have loved.

1. We shall have loved,
2. You will have loved,
3. They will have loved.

SUBJUNCTIVE MODE.

PRESENT TENSE.

1. If I love,
2. If you love,
3. If he love.

1. If we love,
2. If you love,
3. If they love.

POTENTIAL MODE.

PRESENT TENSE.

1. I may love,
2. You may love,
3. He may love.

1. We may love,
2. You may love,
3. They may love.

PRESENT-PERFECT TENSE.

1. I may have loved,
2. You may have loved,
3. He may have loved.

1. We may have loved,
2. You may have loved,
3. They may have loved.

PAST TENSE.

1. I might love,
2. You might love,
3. He might love.

1. We might love,
2. You might love,
3. They might love.

PAST-PERFECT TENSE.

Singular.

1. I might have loved,
2. You might have loved,
3. He might have loved.

Plural.

1. We might have loved,
2. You might have loved,
3. They might have loved.

IMPERATIVE MODE.

PRESENT TENSE.

2. Love, *or* love thou.
2. Love, *or* love you.

INFINITIVES.

Present, To love.*Present-Perfect*, To have loved.

PARTICIPLES.

Present, Loving. *Past*, Loved. *Past-Perfect*, Having loved.

2. Conjugation of the verb LOVE, in the Passive Voice.

INDICATIVE MODE.

PRESENT TENSE.

Singular.

1. I am loved,
2. You are loved,
3. He is loved.

Plural.

1. We are loved,
2. You are loved,
3. They are loved.

PRESENT-PERFECT TENSE.

- | | |
|-------------------------|--------------------------|
| 1. I have been loved, | 1. We have been loved, |
| 2. You have been loved, | 2. You have been loved, |
| 2. He has been loved. | 3. They have been loved. |

PAST TENSE.

- | | |
|--------------------|---------------------|
| 1. I was loved, | 1. We were loved, |
| 2. You were loved, | 2. You were loved, |
| 3. He was loved. | 3. They were loved. |

PAST-PERFECT TENSE.

- | | |
|------------------------|-------------------------|
| 1. I had been loved, | 1. We had been loved, |
| 2. You had been loved, | 2. You had been loved, |
| 3. He had been loved. | 3. They had been loved. |

FUTURE TENSE.

Singular.

1. I shall be loved,
2. You will be loved,
3. He will be loved.

Plural.

1. We shall be loved,
2. You will be loved,
3. They will be loved.

FUTURE-PERFECT TENSE.

- | | |
|------------------------------|-------------------------------|
| 1. I shall have been loved; | 1. We shall have been loved, |
| 2. You will have been loved, | 2. You will have been loved, |
| 3. He will have been loved. | 3. They will have been loved. |

SUBJUNCTIVE MODE.

PRESENT TENSE

- | | |
|---------------------|----------------------|
| 1. If I be loved, | 1. If we be loved, |
| 2. If you be loved, | 2. If you be loved, |
| 3. If he be loved. | 3. If they be loved. |

PAST TENSE.

- | | |
|--|------------------------|
| 1. If I were loved, or were I loved; | 1. If we were loved, |
| 2. If you were loved, or were you loved; | 2. If you were loved, |
| 3. If he were loved, or were he loved. | 3. If they were loved. |

POTENTIAL MODE.

PRESENT TENSE.

- | | |
|----------------------|-----------------------|
| 1. I may be loved, | 1. We may be loved, |
| 2. You may be loved, | 2. You may be loved, |
| 3. He may be loved. | 3. They may be loved. |

PRESENT-PERFECT TENSE.

- | | |
|-----------------------------|------------------------------|
| 1. I may have been loved, | 1. We may have been loved, |
| 2. You may have been loved, | 2. You may have been loved, |
| 3. He may have been loved. | 3. They may have been loved. |

PAST TENSE.

- | | |
|------------------------|-------------------------|
| 1. I might be loved, | 1. We might be loved, |
| 2. You might be loved, | 2. You might be loved, |
| 3. He might be loved. | 3. They might be loved. |

PAST-PERFECT TENSE.

- | | |
|-------------------------------|--------------------------------|
| 1. I might have been loved, | 1. We might have been loved, |
| 2. You might have been loved, | 2. You might have been loved, |
| 3. He might have been loved. | 3. They might have been loved. |

IMPERATIVE MODE.

PRESENT TENSE.

*Singular.**Plural.*2. Be loved, *or* be thou loved.2. Be loved, *or* be you loved.

INFINITIVES.

Present, To be loved.*Present-Perfect*, To have been loved.

PARTICIPLES.

*Present.**Past.**Past-Perfect.*

Being loved.

Loved.

Having been loved.

3. The synopsis of a verb is the orderly arrangement of its voices, modes, and tenses in one person and number, (usually the first person, singular.)

4. The conjugations already given are of the Common Form. There are two other forms: the Progressive and the Emphatic.

5. The Progressive Form of the verb is that which represents the action as in progress; as, "I am writing."

1. The Progressive Form of any verb is made by placing before its present participle the various modes, tenses, persons, and numbers of the verb to be.

2. Since the progressive form always ends with the present participle and the passive always ends with the past participle, it follows that the progressive form is always in the active voice.

6. The Emphatic Form of the verb is that in which the assertion is expressed with emphasis; as, "I do write."

1. The Emphatic Form is made by prefixing the present or past tense of do to the simple form of the verb.

2. This form is used in the present and past indicative, and the present subjunctive, active voice, and in the imperative, both active and passive.

3. The emphatic form is often used in asking questions; as, "Does he write?"

LESSON XLI.

VERBS.—REVIEW.

1. Write a synopsis of the verb **see**, progressive form.
 2. Write a synopsis of the verb **see**, emphatic form.
 3. Write the conjugation of **choose**, active voice, common form.
 4. Write the conjugation of **choose**, passive voice, common form.
-

LESSON XLII.

VERBS.—REVIEW.

Write a sentence having a verb in the—

1. Active, indicative, present-perfect.
2. Active, indicative, future-perfect.
3. Passive, indicative, past-perfect.
4. Passive, indicative, past.
5. Active, potential, past.
6. Active, potential, past-perfect.
7. Active, potential, present-perfect.
8. Passive, potential, past.
9. Passive, potential, present.
10. Active, imperative.
11. Passive, imperative.
12. Active, subjunctive, present.
13. Passive, subjunctive, present.
14. Passive, subjunctive, past.
15. Active, indicative, past, progressive form.
16. Active, indicative, present, emphatic form.
17. Active, potential, past, progressive form.
18. Active, indicative, present-perfect, progressive form.
19. Active, imperative, progressive form.

LESSON XLIII.

VERBS—INFINITIVES.

1. The infinitive is that form of the verb which expresses action or being without affirming it; as, **to write, to have written; to exist.**

2. The following are the infinitives of the verb **see**:

<i>Present.</i>	<i>Present-Perfect.</i>
Active: to see,	to have seen.
Passive: to be seen,	to have been seen.

The infinitive has the progressive forms **to be seeing** and **to have been seeing**.

Of course an intransitive verb has but the two active infinitives.

The names **present** and **present-perfect** do not have reference to the time expressed by the infinitive, but to its form. The time depends on the finite verb of the sentence.

The sign of the infinitive is **to**. This sign is omitted after the verbs **bid, dare, feel, hear, help, let, make, see**, and some others; as, "Let him **come**." "See the birds **fly**." When **to** is omitted it should be supplied in parsing.

3. The infinitive is used as a noun, an adjective, or an adverb.

4. The following is the order for parsing an infinitive:

1. "To work is not always pleasant." **To work** is a verb, regular, intransitive, active; infinitive, present; it has the construction of a noun, nominative, subject of the verb **is**.
2. "The lesson to be learned was very difficult." **To be learned** is a verb, regular, transitive, passive; infinitive, present; it has the construction of an adjective, modifying **lesson**.

3. "He went to school to study grammar." **To study** is a verb, regular, transitive, active; infinitive, present; it has the construction of an adverb, modifying **went**. **Construction** means the same as **office**.

5. In the following sentences the infinitive has the construction of a noun:

1. As subject:
 - a. **To learn** requires application.
 - b. **To climb trees** is dangerous.
2. As object of a verb:
 - a. I like **to walk**.
 - b. The thief desires **to escape**.
3. As attribute complement:
 - a. To see is **to believe**.
 - b. To study is **to learn**.
4. In apposition with subject:
 - a. It is useless **to inquire**.
 - b. It is a sin **to speak** deceitfully.
5. As object of a preposition:
 - a. I was about **to write**.*
 - b. They had no choice but **to go**.

6. In the following sentences the infinitive has the construction of an adjective:

1. Not used in the predicate:
 - a. Flee from the wrath **to come**.
 - b. Leaves have their time **to fall**.
2. Used in the predicate (attribute complement):
 - a. The house is **to be sold**.
 - b. The governor's authority is **to be supported**.

7. In the following sentences the infinitive has the construction of an adverb:

1. Modifying a verb:
 - a. Music was ordained **to refresh** the mind.
 - b. They fought **to defend** their country.

*In such sentences, **about** may be called an adjective, meaning nearly the same as **ready** or **prepared**. The infinitive, then, would have the construction of an adverb, modifying **about**.

2. Modifying an adjective:

- a. These apples are good to eat.
- b. The industrious boy is anxious to work.

3. Modifying an adverb:

- a. He is too young to enlist (modifies too).
- b. It is ripe enough to eat. (To eat modifies enough. Enough is an adverb, modifying ripe.)

8. Parse the infinitives in all of the preceding sentences marked *a*.

A model for written parsing can easily be arranged by teacher or pupil.

9. Write the infinitives of these verbs:

lie, sit, choose, tear, do.

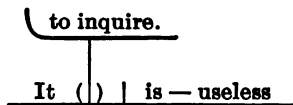
LESSON XLIV.

INFINITIVES—Continued.

1. Point out the infinitives in these sentences, and give the construction of each:

- 1. They had the good fortune to escape.
- 2. The student has a license to preach.
- 3. The cuckoo tried to steal the nest.
- 4. She is sad to see her sister failing.
- 5. I have come to hear you sing.
- 6. You have a problem to solve.
- 7. I am prepared to hear you.
- 8. You were kind enough to aid.
- 9. These men were sent to rule a distant province.
- 10. He is old enough to vote.
- 11. The pupil forgot to study his lesson.
- 12. Not to save my right hand would I do it.
- 13. I come not here to talk.

14. It is useless to inquire.



15. To obey is better than to be punished.
 16. It is better to strive for the right than to rail at the wrong (is good).
 17. To hesitate is to be lost.
 18. To rob a caravan is a crime, but to steal a continent is glory.
 19. Everyone should strive to be an ornament to his profession.
 20. One stumble is enough to deface the character of an honorable life.

2. Diagram the preceding sentences.

LESSON XLV.

INFINITIVES—Continued.

1. Usually, no word should come between **to** and the verb; thus, "to rapidly walk" should be "to walk rapidly."

Some authors do not hesitate to disregard the above rule.

2. The present-perfect infinitive should not be used after verbs of **wishing, expecting**, etc. We should not say "He wished to have gone," but "He wished to go."

3. Write a sentence having—

1. An infinitive, present, active.
2. An infinitive, present, passive.

3. An infinitive, present-perfect, active.
4. An infinitive, present-perfect, passive.
5. An infinitive without to.

4. Write a sentence having an infinitive with the construction of —

1. An adjective, not in the predicate.
2. An adjective, in the predicate.
3. A noun, subject.
4. A noun, object.
5. A noun, attribute complement.
6. A noun, object of a preposition.
7. A noun, in apposition with subject.
8. An adverb, modifying a verb.
9. An adverb, modifying an adjective.
10. An adverb, modifying an adverb.

LESSON XLVI.

VERBS — PARTICIPLE.

1. A Participle is a word derived from a verb, partaking of the properties of a verb and of an adjective or a noun.

2. There are three participles: the Present, the Past, and the Past-Perfect.

The Past is sometimes called the Perfect, and the Past-Perfect is sometimes called the Compound Participle.

3. The following are the participles of the transitive verb **see**:

<i>Present.</i>	<i>Past.</i>	<i>Past-Perfect.</i>
Active: seeing,	seen,	having seen.
Passive: being seen,	seen,	having been seen.

An intransitive verb has only the three active participles.

Some grammarians do not consider the past participle in the active voice a separate participle, because it has the same form as the past participle in the passive voice. While it is true that they have the same form, there is often quite a difference in meaning.

The active participle is used with an auxiliary in forming many of the tenses in the active voice; thus, in "I have seen the parade," **have** is the auxiliary and **seen** is the past participle, active. In "I have been seen," **have been** is the auxiliary and **seen** is the past participle, passive. In "The animal seen on the mountain was a bear," **seen** is the past participle, passive.

4. Write all the participles of these verbs:

write, choose, walk, go, do, try, sit.

5. A participle always has the construction of an adjective or a noun.

No word is a participle unless it is derived from a verb; thus, in "He was unknown in the community," **unknown** is not a participle, because there is no verb **unknown** from which it can be derived.

6. The following is the order for parsing a participle:

1. "The lesson learned yesterday was not recited."
Learned is a verb, regular, transitive, passive; participle, past; it has the construction of an adjective, and modifies **lesson**.
2. "By learning the lesson he won the approval of his teacher." **Learning** is a verb, regular, transitive, active; participle, present; it has the construction of a noun, the object of the preposition **by**.

7. In the following sentences the participle has the construction of an adjective:

1. Not used in the predicate:
 - a. Wealth **obtained** dishonestly soon disappears.
 - b. **Having walked** a long distance, the soldier is tired.
 - c. The policeman found the criminal **concealed** in the bushes.

2. Used as attribute complement:

- a. Truth lies **wrapped up and hidden** in a well.
- b. Cincinnatus was found **plowing**.
- c. The general lay **wounded** on the field.

8. In the following sentences the participle has the construction of a noun:

1. In the nominative case:

- a. **Riding** a bicycle is good exercise.
- b. This **reminding** me of your kindness is **reproving** me.
- c. My **admitting** the fact will not affect the argument.

2. In the objective case:

- a. We obtain information by **reading** good books.
- b. Light minds undertake many things without **completing** them.
- c. He could not resist **taking** the apple.

9. Parse the participles in the preceding sentences.

LESSON XLVII.

PARTICIPLES—Continued.

1. Point out the participles in these sentences, and give the construction of each:

1. Pardon my asking if you like to read.
2. Avoid keeping company with the depraved.
3. The Indians ran screaming in pursuit.
4. Many have amassed wealth by living economically.
5. Attempting much and doing little is a common cause of failure.
6. Pocahontas was married to an Englishman named John Rolfe.
7. The philosopher sat buried in thought.
8. Instead of reasoning more forcibly, he talked more loudly.
9. Our united efforts could not prevent his going.

10. He spent hours in correcting and polishing a single couplet.
11. Nature is best conquered by obeying her.
12. The child stood weeping. (Weeping has the construction of an adjective in the predicate.)
13. The pardon of the governor prevented his being hung.
14. God's balance, watched by angels, is hung across the sky.
15. The letter written yesterday has been mailed.

2. Participles are often placed before nouns to describe some condition or characteristic. They then become simple adjectives.

1. The engineer, **injured** in the wreck, was taken home. (Participle.)
2. The **injured** man was taken away. (Adjective.)
3. The horse, **running** rapidly, soon reached the opposite side of the field. (Participle.)
4. The **running** horse was soon captured. (Adjective.)

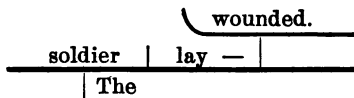
8. Use each of these words in two sentences: first, as an adjective; second, as a participle.

wounded, chosen, stolen, rippling, winding, falling, polished, sworn.

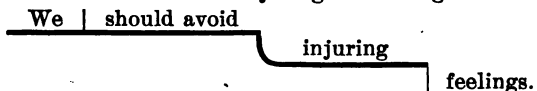
LESSON XLVIII.

1. Notice these diagrams:

1. The soldier lay wounded.

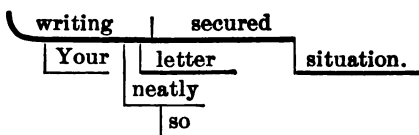


2. We should avoid injuring the feelings of others.



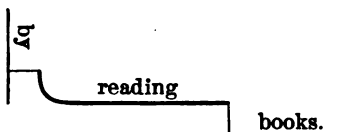
Injuring is a participle, with the construction of a noun, and is the object of **should avoid**. **Feelings** is the object of **injuring**.

3. Your writing that letter so neatly secured the situation.



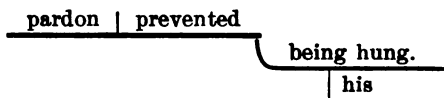
The diagram shows that **writing** is the subject of **secured**, and has **letter** for its object.

4. We can improve our minds by reading good books.



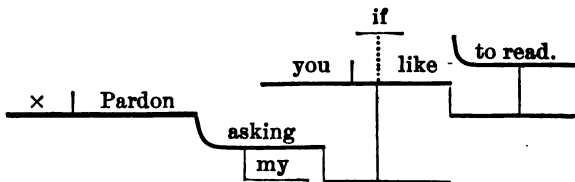
Reading is a participle used as the object of **by**, and **books** is the object of **reading**.

5. The pardon of the governor prevented his being hung.



Being hung is a participle, with the construction of a noun, object of **prevented**.

6. Pardon my asking if you like to read.



2. Diagram the sentences in paragraph 1, Lesson 47.

LESSON XLIX.

PARTICIPLES—Continued.

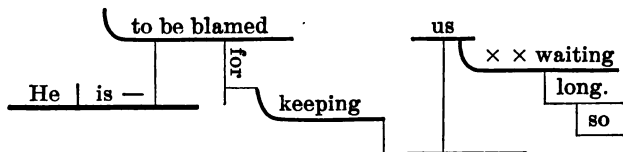
1. Write a sentence having a participle—
 1. With the construction of a noun, subject.
 2. With the construction of a noun, object of a verb.
 3. With the construction of a noun, object of a preposition.
 4. With the construction of a noun, object of a verb, and having an object.
 5. With the construction of a noun, subject, and having an object.
 6. With the construction of an adjective, not attribute complement.
 7. With the construction of an adjective, attribute complement.
 2. Diagram the sentences you have written.
-

LESSON L.

INFINITIVES AND PARTICIPLES.—REVIEW.

1. Parse the infinitives and participles in these sentences:
 1. Learn to labor and to wait.
 2. It is impossible to advance rapidly.
 3. He dislikes being falsely accused.
 4. John Brown's body lies mouldering in the tomb.
 5. We expected him to come. (The object of **expected** is **him to come**. To come has the construction of an adjective, modifying him.)
 6. I know him to be an honest man.
 7. I was opposed to his teaching the class.
 8. I heard him reproved. (**Him** is not the object of **heard**.)

9. I heard him recite the lesson.
 10. He is to be blamed for keeping us waiting so long.



To be is understood before **waiting**, forming the progressive form of the present infinitive.

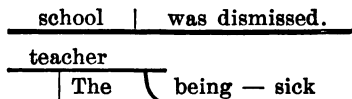
11. His having failed is not surprising.
 12. His desire to teach is gratified.
 2. Diagram the preceding sentences.

LESSON LI.

INFINITIVES AND PARTICIPLES.—REVIEW.

Analyze and diagram these sentences:

1. It is not always easy to make ourselves what we wish to be.
2. Many persons think it is not wrong to lie to escape punishment.
3. We are commanded to love our enemies.
4. I know how to write a letter.
5. To obey is better than to be punished.
6. Hope comes with smiles the hour of pain to cheer.
7. We could feel the earth tremble beneath our feet.
8. By doing nothing, we learn to do ill.
9. He soon began to be weary of having nothing to do.
10. By endeavoring to please all, we fail to please any.
11. The teacher being sick, school was dismissed.



The phrase, **teacher being sick**, has no connection with the sentence. **Teacher** is in the nominative case (nominative absolute).

12. The jury having been sworn, the trial proceeded.
 13. Our lessons having been recited, we came home.
 14. Having recited our lessons, we came home.
 15. Hope deferred maketh the heart sick.
 16. The rain having ceased, we saw a rainbow.
 17. To see you here on such a day surprises me.
-

LESSON LII.

ADVERBS—CLASSIFICATION AND USE.

1. An Adverb is a word used to modify a verb, an adjective, or an adverb.

2. According to their office in the sentence, adverbs are divided into three classes: Simple, Interrogative, and Conjunctive.

3. A Simple Adverb simply modifies the word with which it is used; as—

1. He reads **well** and writes **very well**.
2. The mountain is **exceedingly** high.

4. An Interrogative Adverb is one used in asking a question.

5. A Conjunctive Adverb is one that modifies a word in a dependent clause, and also connects that clause with the independent clause.

In the sentence, "I will recite **when** the time comes," **when** modifies **comes** and connects the adverb clause with **will recite**.

The principal conjunctive adverbs are **when, where, as, why, wherein, whereby, while, whenever, whereon, and than**.

It is evident that conjunctive adverbs are found in complex sentences.

6. Such adverbs as **surely, perhaps, certainly, yes, nay, no, and not** are sometimes called **Modal Adverbs**.

Notice that a modal adverb is not an adverb of manner. A modal adverb describes the manner of making the assertion, not the manner of performing the action.

In "He will **certainly** come quickly," **certainly** is a modal adverb, describing the manner in which the assertion is made, and **quickly** is an adverb of manner, describing how the action will be performed.

7. According to their meaning adverbs are divided as follows:

1. Adverbs of Place; as, **where, here**, etc.
2. Adverbs of Time; as, **now, again, afterward**, etc.
3. Adverbs of Number; as, **once, twice, secondly, thirdly**.
4. Adverbs of Manner; as, **how, well, so**, etc.
5. Adverbs of Degree; as, **very, too, much**, etc.
6. Adverbs of Cause; as, **why, wherefore**, etc.
7. Adverbs of Affirmation and Negation; as, **yes, no, yea, nay**, etc.

8. The only modification of adverbs is comparison. They have the same degrees as adjectives, but only adverbs of manner and degree can be compared.

9. Classify the adverbs in these sentences according to use and according to meaning:

1. Tarry till he comes.
2. On my way hither, I saw her come forth.
3. There were no other persons there.*
4. They lived together very happily.
5. How rapidly the moments fly!
6. Perchance you are the man.
7. I have not seen him since I returned.
8. Whither has he gone?
9. How far that little candle throws its beams!

*The first **there** is not an adverb; it is simply an introductory word.

10. Slowly and sadly we laid him down.
11. These scenes, once so delightful, no longer please him.
12. Having duly arranged his affairs, he departed immediately.

10. Many adverbs are composed of two or more words; as, **by and by, one by one, at all.** These may be called **Phrase Adverbs.**

Notice the difference between a phrase adverb and an adverb phrase.

11. Only one negative should be used in making a denial.

"He has never done nothing" should be "He has never done anything," or "He has done nothing."

12. Adverbs should not be used for adjectives, nor adjectives for adverbs.

In the sentence, "The day is disagreeable cold," the adjective **disagreeable** is used instead of the adverb **disagreeably**.

In "This pen does not write good," the adjective **good** is used instead of the adverb **well**. (**Good, better, best** is an adjective; **well, better, best** may be an adverb.) In "The queen feels badly," the intention is to express the queen's condition, not her manner of feeling. Therefore, the adjective **bad** should be used instead of the adverb **badly**.

13. Some adjectives, when used in the predicate to express the condition of the subject, are incorrectly called adverbs. The following sentences are all correct:

1. She looks cold.
2. Velvet feels smooth.
3. He sat silent.
4. The lady feels bad.
5. The author stood bareheaded in the presence of the king.

Bareheaded is an adjective, expressing the condition of author; it does not tell the manner in which he stood.

LESSON LIII.

ADVERBS — Continued.

1. Correct where necessary, and give your reasons for the changes:

1. He stood silently and alone.
2. Speak more distinctly.
3. A miser never gives anything to nobody.
4. How sweetly the music sounds!
5. The sun shines brightly and the grass looks greenly.
6. He feels very sadly about his loss.
7. The teacher was tolerable well informed.
8. The young lady looked beautifully, and she sang beautiful.
9. We arrived at home safely and soundly.
10. The bashful young man appeared very awkwardly.
11. This apple looks well (good?), but it tastes bad.
12. She dresses suitable to her station and means.
13. I was exceeding glad to hear from you.
14. The train doesn't wait for no one.
15. The doctor said she would never be no better.
16. Every man cannot afford to keep a coach.

2. Choose the right word, and give reasons:

1. He looked (glad, gladly) when his brother came.
2. Lucy felt very (sad, sadly) when her friend died.
3. The evening bells sound (sweet, sweetly) and low.
4. The eggs were boiled (soft, softly).
5. The house was made (strong, strongly).
6. Come (quick, quickly).
7. The slaves were treated (harsh, harshly).
8. The singer's voice seemed (harsh, harshly).
9. The moon rose (clear, clearly).
10. The house appears (comfortable, comfortably) and (pleasant, pleasantly).
11. The boy was dressed (comfortable, comfortably).

LESSON LIV.

ADVERBS — Continued.

1. Adverbs should be placed where there can be no doubt as to what they are intended to modify. Notice these sentences, and explain the meaning of each:

1. Only the address can be written on this side.
2. The address can only be written on this side.
3. The address can be written on this side only.

2. Improve the location of the adverb in these sentences:

1. We only recite three lessons a day.
2. All men are not educated.
3. All that glitters is not gold.
4. Two young ladies came to the party nearly dressed alike.
5. Such prices are only paid in times of great scarcity.
6. Corn should be generally planted in April or May.
7. No man has ever so much that he does not want more.
8. I shall be glad to see you always.
9. The work will be never completed.
10. Having nearly lost a thousand dollars by the transaction, I cannot afford to venture again.
11. The secretary was expected to resign daily.
12. He nearly walked ten miles.
13. I only bring forward a few things.
14. We merely speak of ourselves.
15. The Chinese chiefly live upon rice.
16. I only ate one apple to-day.

3. Write three sentences, each containing—

1. A modal adverb.
2. An adverb of manner.
3. A conjunctive adverb.
4. A phrase adverb.
5. An adverb phrase.

LESSON LV.

PREPOSITIONS.

1. A Preposition is a word that shows the relation of its object to some other word in the sentence.

Some prepositions are composed of two or three words; as, **on account of**, **by means of**, **from under**, etc.

Prepositions are sometimes used as part of a verb; as, "He was laughed **at**." "This matter must be attended **to**." Such verbs are called **Compound Verbs**.

Some words, originally participles, are sometimes prepositions; as, **concerning**, **regarding**, **respecting**.

2. The object of a preposition may be a word, phrase, or clause.

1. The Esquimaux live in **huts** made of **snow**.
2. He is about **to return**.
3. The wind had ceased before **the rain** began to fall.
(Some authors call **before** a conjunctive adverb in this sentence.)

3. When a preposition has no object, it becomes either an adverb or an adjective; as—

1. The days are passing **by**. (Adverb.)
2. The sentence **above** is correct. (Adjective.)

4. The preposition usually precedes its object.

When the object is the relative **that**, it always precedes the preposition; as, "This is the man **that** I spoke **to**."

Frequently in interrogative sentences the preposition is placed at the end of the sentence; as, "What are we coming **to**?" "Whom did he give it **to**?" This form is much better than "To what are we coming?" or "To whom did he give it?"

We have many other examples of good English in which the

preposition is placed at the end; as, A house to live in; A subject to think about; A practice which no one objected to.

From the preceding it will be seen that the statement frequently made, "A preposition should *never* be used at the end of a sentence," is not sanctioned by good English.

5. Care must be taken to use appropriate prepositions.

Between refers to two objects, and **among** refers to more than two objects.

Observe the difference in meaning between **in** and **into**. "He walks into the house" means that he walks from the outside into the inside. "He walks in the house" means that he is in the house, walking around.

In some grammars a long list of words is given, arranged alphabetically, each word followed by a preposition supposed to be appropriate; but as the same word may have more than one appropriate preposition, and as the selection of the proper one depends on the meaning intended to be conveyed, it seems to me that the only way to learn to use prepositions correctly is to observe good writers and speakers.

6. Correct the errors in these sentences:

1. The sultry evening was followed with a heavy frost.
2. He fell from the bridge in the water.
3. Our government is based in the rights of the people.
4. He was accused with robbery.
5. This work is different to that.
6. There is a constant rivalry between these four railroads.
7. Divide the apples among the two girls.
8. He was eager of studying grammar.
9. He was desirous for studying Latin.
10. Battles are fought with other weapons besides pop-guns.
11. The band was followed with a large crowd.
12. Raise your book (off, of, off of) the table.

7. Fill each of these blanks with a proper preposition:

1. He poured the water — the barrel.
2. We saw you — the concert.
3. The prisoner is accused — stealing a horse.
4. You may rely — what I say.

5. The forests abound — wild animals.
 6. There is much need — preparation.
 7. The man died — consumption. (Use of between the verb died and the name of the disease.)
 8. The soil is adapted — corn.
 9. The merchant is in want — money.
 10. He stays — school late.
-

LESSON LVI.

CONJUNCTIONS.

1. A Conjunction is a word used to connect words, phrases, and clauses.

Sometimes a conjunction is used simply as an introductory word. In "He went out as captain," *as* is not a connective. Sometimes a conjunction is introductory to an entire sentence, but in such cases a preceding clause is often understood.

Some conjunctions are composed of two or more words; as, *as if, as well as, in order that*, etc.

2. According to their use conjunctions are divided into two classes: **Coördinate** and **Subordinate**.

3. A Coördinate Conjunction is one that connects elements of equal rank.

1. **Copulatives** simply couple or join; as, *both, and, moreover*, etc.
2. **Alternatives** (disjunctives) denote separation, or a choice between two; as, *or, either, neither, nor*, etc.
3. **Adversatives** denote something opposed or adverse to what has been said; as, *but, still, yet, however, notwithstanding*, etc.
4. **Illatives** denote effect or consequence; as, *therefore, wherefore, hence, consequently, accordingly, so that, thus, then*, etc.

4. The words, phrases, or clauses connected by a co-ordinate conjunction should be similar in form.

1. He is good and wise; not, He is good and full of wisdom.
2. He came cheerfully and promptly; not, He came cheerfully and with promptness.
3. Did they go skating, or riding? not, Did they go skating, or to ride?

5. Improve these sentences:

1. He did not remain to pray, but for scoffing.
2. Like signs give plus, but unlike signs will produce minus.
3. They lived together in peace and quietly.
4. Thanking you for your kindness, and I hope to hear from you soon, I am yours truly.
5. Great and full of power art thou, O Lord!
6. Faithfully and with earnestness he tried to perform the task.

6. A Subordinate Conjunction is one that connects elements of unequal rank.

A subordinate conjunction is always found in a complex sentence, and joins the dependent clause to the independent clause.

7. According to the meaning of the dependent clause, subordinate conjunctions are divided into those of —

1. **Time**; as, *as*, *while*, *until*, *since*, etc.
2. **Reason or Cause**; as, *because*, *for*, *since*, *as*, *inasmuch as*, etc.
3. **Condition or Supposition**; as, *if*, *provided*, *unless*, *except*, *notwithstanding*, *whether*, etc.
4. **End or Purpose**; as, *that*, *in order that*, *lest*.
5. **Concession**; as, *though*, *although*.
6. **Comparison**; as, *than*.

8. Write a sentence containing —

1. A copulative conjunction.
2. An adversative conjunction.

3. An illative conjunction.
 4. Alternative conjunctions.
 5. A subordinate conjunction of time.
 6. A subordinate conjunction of purpose.
 7. A subordinate conjunction of concession.
-

LESSON LVII.

CORRELATIVES.

1. Two conjunctions, a conjunction and an adverb, or two adverbs, are often used in pairs. They are then called **Correlatives**. The following are the principal correlatives:

Neither—nor. It neither rains nor snows.

Either—or. Either Spain or Cuba is to blame.

Both—and. She both reads and writes.

Though—yet. Though he was rich, yet he was a miser.

As—as. He is as tall as I am.

As—so. As he thinks, so he speaks.

So—as. She is not so wise as her sister.

So—that. The lesson is so long that I cannot get it.

Whether—or. Whether he goes or remains is uncertain.

Not only—but also. The climate is not only healthful, but also pleasant.

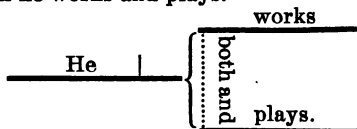
As if, as well as, but likewise, notwithstanding that, and some other combinations, are not correlatives. They should be parsed as one word.

2. Care should be taken to select appropriate correlatives, and to place them where they belong.

Correct the following:

1. He will neither go or send anyone.
2. Nothing either strange or interesting occurred.

3. He was not only considered a statesman, but also an orator.
4. Both he works and plays.



5. He not only visited New York, but also Philadelphia.
6. Though he has a bad reputation, so I will trust him.
7. He was as angry that he could not speak.
8. Wood is not as durable as iron. (**So** and **as** are the proper correlatives in negative sentences.)
9. Is this so good as that?
10. He is not qualified for either teaching mathematics or language.
11. I shall neither depend on you nor on him.
12. Some nouns are either used in the singular or the plural.
13. Gold is both found in California and Colorado.

8. The Comparative Degree, and the words **other**, **rather**, **else**, and **otherwise**, are generally followed by **than**.

4. Examine these sentences:

1. Gold is heavier, but not so useful, as iron.
2. I never have and never will vote for such a man.

The first sentence means, "Gold is heavier **as** iron, but not so useful **as** iron." This is incorrect, because **as** should not follow the comparative **heavier**. The sentence should read, "Gold is heavier **than** iron, but not so useful."

The second sentence means, "I never have **vote** and never will vote for such a man." This is incorrect, because the past participle **voted** should be used with **have**. The sentence should read, "I never have **voted** for such a man, and never will."

5. Correct the errors in these sentences:

1. February is not so long, but colder, **than** March.
2. February is colder, but not so long, **as** March.
3. I always have, and always will be, an early riser.

4. He ought and will go this evening.
5. Napoleon could not do otherwise but to retreat.
6. The visitor was no other but the Colonel.
7. That house is preferable and cheaper than the other.
8. Such behavior is nothing else except disgraceful.
9. This is different but better than the old.
10. The artist went and remained in Italy a year.

6. Use each pair of the following correlatives in a sentence:

both—and,	either—or,	neither—nor,
whether—or,	though—yet,	so—that,
as—as,	as—so,	so—as,
such—as,	not only—but also.	

LESSON LVIII.

INTERJECTIONS.—REVIEW.

1. An interjection is a word used to denote strong feeling or emotion.

Interjections have no grammatical construction.

Words from almost any other part of speech may become interjections; as, *My stars! What! Well!*

O is generally used before words of address, and oh before words expressing emotion; as—

1. Great and manifold are thy works, O Lord!
2. Oh! how can I go?

2. Interjections are generally followed by the exclamation point. If the interjection does not express strong feeling, or if the feeling continues through the whole expression, a comma is usually placed after the

interjection, and the exclamation point is placed at the end.

The exclamation point should not be used after **O**.

3. Analyze these sentences: Parse the adverbs and conjunctions:

1. The fact that he is an American needs no proof.
2. You cannot tell where he has gone.
3. She did not go to school until she was ten years old.
4. This is the time when snow falls.
5. The bells rang and the whistles blew.
6. Love is sunshine, but hate is shadow.
7. Be wiser to-day than yesterday.
8. Childhood shows the man, as morning shows the day.
9. He is both wise and virtuous.

(**Both and** should be taken together, and parsed as a strengthened conjunction, connecting **wise** and **virtuous**.)

4. Diagram the sentences in paragraph 3.

LESSON LIX.

ANALYSIS AND PARSING.

Analyze these sentences, and parse the pronouns, verbs, participles, and infinitives:

1. I dreamed that Greece might still be free.
2. Write it on your heart, that every day is the best day in the year.
3. That people are good in the main, is a true statement.
4. Time misspent is not lived, but lost.
5. For a time the Puritans kept unbroken the plan of a religious State.
6. Good conversation is the most delightful method of gaining knowledge.

7. Life is a mission to go into every corner and reconquer this unhappy world for God.
8. Men with no prejudice and a great brain are the men to govern the world.
9. A man is shorter when he is walking than when at rest.

Remember that when the comparative degree is followed by **than**, the positive degree of the same word is either expressed or understood.

10. If coal and the useful metals are found in any region, manufacturing interests will sooner or later be developed.
11. There are some schools whose course of study provides for but little study of English.
12. When faith is lost, when honor dies, the man is dead.
13. Recollect that trifles make perfection, and that perfection is no trifle.
14. There is a tide in the affairs of men, which, taken at the flood, leads on to fortune.
15. I slept, and dreamed that life was Beauty;
I woke, and found that life was Duty.
16. He who has a thousand friends hath not a friend to spare,
And he who has one enemy shall meet him everywhere.
17. Happy is the nation that has no history.
18. To live in hearts we leave behind is not to die.
19. The truly wise man will so speak that no one will observe how he speaks.
20. I supposed him to be her.
21. Try to care for what is best in thought and action.

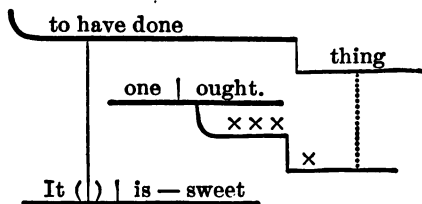
LESSON LX.

REVIEW.

Correct the errors and analyze these sentences:

1. We should be careful, because each of us has our influence.
2. Every one of you is expected to write his own essay.
(To write has the construction of an adjective used as attribute complement.)

3. Us girls are getting up a tennis club.
4. Mathematics are very difficult for me.
5. Most persons behave very good in church.
6. Two thousand dollars were divided between the five heirs.
7. My work is most done, and I am tired. (Use **almost** whenever **nearly** may be used in its place.)
8. You will find me at home most any time.
9. The invalid is some better this morning. (Use **some-what**; **some** is an adjective.)
10. Plato believed that the soul was immortal.
11. Columbus believed that the earth is round.
12. Pleasantly rose, next morn, the sun, on the village of Grand Pré.
13. Now is the winter of our discontent made glorious by the sun of York.
14. A British and Yankee vessel were sailing side by side.
15. No king was ever so much beloved by his subjects as King Edward.
16. I have heard that story of yours many times.
17. Of all other poets, Longfellow is my favorite.
18. To dare is great, but to bear is greater.
19. Sweet it is to have done the thing one ought.



The infinitive **to have done**, with all its modifiers, is in apposition with it. After **ought**, **to have done** which is understood.

20. We always may be what we might have been.
21. We are made happy by what we are, not by what we have.
22. Rich gifts wax poor when givers prove unkind.
23. Honor or reputation are dearer than life.
24. The house stood on rather a narrow strip of land.
25. The remonstrance laid on the table

LESSON LXI.

Diagram the sentences in Lessons 59 and 60.

LESSON LXII.

WORDS AS DIFFERENT PARTS OF SPEECH.

1. Since it is the use of a word in a sentence that determines its part of speech, it follows that many words may be used as different parts of speech. **Above**, for instance, can be used as four different parts of speech; as—

1. He lives above the bridge. (Preposition.)
2. The eagle soars above. (Adverb.)
3. The sentence above is correct. (Adjective.)
4. It comes from above. (Noun.)

2. Write a sentence, using **all**—

1. As an adjective.
2. As an adjective pronoun.
3. As an adverb.
4. As a noun. (I have lost my **all**.)

3. Write a sentence, using **before**—

1. As a preposition.
2. As an adverb.
3. As a conjunctive adverb.

4. Write a sentence, using **but**—

1. As a conjunction.
2. As a preposition.
3. As an adverb.

5. Write a sentence, using **fast**—

1. As a noun.
2. As an adjective.
3. As a verb.
4. As an adverb.

6. Write a sentence, using **since**—

1. As a preposition.
2. As an adverb.

7. Write a sentence, using **that**—

1. As an adjective.
2. As an adjective pronoun.
3. As a relative pronoun.
4. As an introductory conjunction (introducing a subordinate clause).

8. Write a sentence, using **till**—

1. As a noun.
2. As a verb.
3. As a conjunctive adverb.

LESSON LXIII.

PUNCTUATION.

1. Notice the punctuation of these sentences:

1. Washington, who was born in Virginia, was our first President.
2. He was looking out of the window and, therefore, did not see me entering the room.
3. "I will come," she said, "if I have time."

In the first sentence the clause, **who was born in Virginia**, is parenthetical; that is, it can be omitted without spoiling the sense. The same is true of **therefore**, in the second sentence, and of **she said**, in the third sentence.

2. Parenthetical expressions are separated from the rest of the sentence by commas.

3. Notice the punctuation of these sentences :

1. We shall begin our work next week.
2. Next week, we shall begin our work.
3. We, next week, shall begin our work.

An adverb phrase is out of its natural order when it begins a sentence, or when it stands between a verb and its subject.

4. When a phrase is out of its natural order, it is usually separated from the rest of the sentence by commas.

5. Punctuate the following sentences :

1. My brave men the general said charge for the guns.
2. London the largest city in the world is in England.
3. Paris which is situated on the Seine is the capital of France.
4. With merry hearts we wandered through the beautiful meadows.
5. Maize which is another name for Indian corn grows in America.
6. The minstrel sang a song played a tune and danced a jig.
7. No no no you cannot go.
8. A youth a boy or a mere child could answer that question.
9. By industry and perseverance we obtain knowledge.
10. My friend will you give me a dollar ?

6. Notice the punctuation of these sentences :

1. My uncle Joseph is a sailor.
2. Joseph, my uncle, is a sailor.

7. Appositives, unless short and used as part of the name, are separated from the rest of the sentence by commas.

8. Punctuate these sentences:

1. Superintendent Saylor has charge of the schools of Lincoln.
2. Saylor the superintendent has charge of the schools of Lincoln.
3. Chancellor Snow lives in Lawrence.
4. Tennyson the poet wrote "In Memoriam."
5. Bryant the American poet wrote "Thanatopsis."

9. Write and punctuate a sentence containing—

1. A series of nouns.
2. A series of adjectives.
3. A series of adverbs.
4. A series of verbs.
5. A parenthetical word.
6. A parenthetical clause.
7. A phrase out of its natural order.
8. A quotation divided into two parts.
9. An appositive that should be separated from the rest of the sentence.
10. An appositive that should not be separated from the rest of the sentence.

10. Give two different meanings to this sentence by punctuating differently:

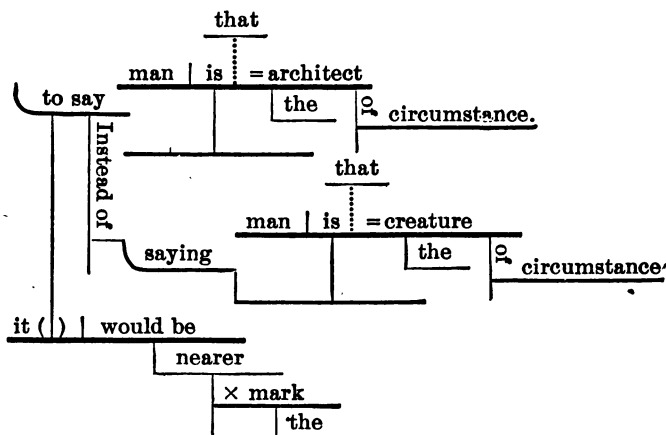
Mary Helen and Julia have gone.

LESSON LXIV.

Diagram these sentences, and parse the verbs, participles, and infinitives:

1. Talk not too much, nor of thyself.
2. He loves not other lands so much as that of his adoption. (*As* is a conjunctive adverb, connecting the dependent clause to *so*.)

3. It is not known how the Egyptians embalmed their dead.
4. The English language has undergone many changes since Shakespeare lived.
5. A few tattered huts stand among shapeless masses of masonry where glorious Carthage once stood.
6. A room hung with pictures is a room hung with thoughts.
7. The greatest luxury I know, is to do a good action by stealth and to have it found out by accident.
8. We venture to say that no poet has ever had to struggle with more unfavorable circumstances than Milton.
9. From the lowest depth there is a path to the loftiest height.
10. I was never less alone than when by myself.
11. What we truly and earnestly strive to be, that, in some sense, we are. (*What* is not a double relative here, because its antecedent is expressed.)
12. Do noble things, not dream about them all day long.
13. If I should neglect to use my right hand, it would forget its cunning. (The subordinate clause often precedes the principal clause.)
14. Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance.



Some would call **nearer** an adjective.

LESSON LXV.

Correct where necessary, and give reasons :

1. In his pocket are a knife and a top.
2. My ! don't that deer know how to run !
3. Two weeks' vacation are too much.
4. There is a man and a woman on the bridge.
5. These kind of people will never succeed.
6. Have you any new children's shoes ?
7. This child is real sick.
8. Who will you vote for ?
9. Him from my childhood I have known.
10. Whom do you think was with me ?
11. A speech should be judged by its argument.
12. Many a captain, with all the crew, have been lost at sea.
13. There appear to be many others interested.
14. I intended to have gone yesterday.
15. This is in accordance to my plans.
16. Milton is more sublime than any of the poets.
17. This opinion never has and never can prevail.
18. It not only has beauty, but utility.
19. We saw a man digging a well with a Roman nose.
20. He seems to have the universal esteem of all men.
21. How can we tell whom to trust ?
22. There is plenty of molasses in the jug.
23. Neither the army or navy was represented.
24. Two of the boys have swam ashore.
25. Hadn't we ought to go ?
26. The farmer went to his neighbor and told him that his cattle were in his field. (Use direct quotation.)
27. Has the second bell rang ?
28. He owned an old and new house.
29. The old and the new governor are sitting in the carriage side by side.
30. Either he or I am right.
31. When will we three meet again ?
32. The Nile is the longest of any river in Africa.

PART FOUR.

LESSON I.

1. The clauses of a compound sentence are sometimes called **Members**.

2. The clauses of a compound sentence may be of different classes, according to their form. If the sentence has but two clauses, the following varieties may be found :

1. Both clauses simple: America was discovered by the Northmen, but they made no permanent settlement.
2. One clause simple, the other complex: America was discovered by the Northmen, but they made no settlements that were permanent.
3. One clause simple, the other compound: America was discovered by the Northmen, but they made no permanent settlement, nor did they conquer the Indians.
4. One clause complex, the other compound: America was discovered by people who came from the northern part of Europe, but they made no permanent settlements, nor did they conquer the Indians.
5. Both clauses complex: The Northmen discovered the country that is now called America, but they made no settlements that were permanent.
6. Both clauses compound: In the tenth century America was discovered by the Northmen, and many of these bold navigators crossed the Atlantic; but soon all accounts of the discovery were forgotten, and America was again unknown to Europeans.

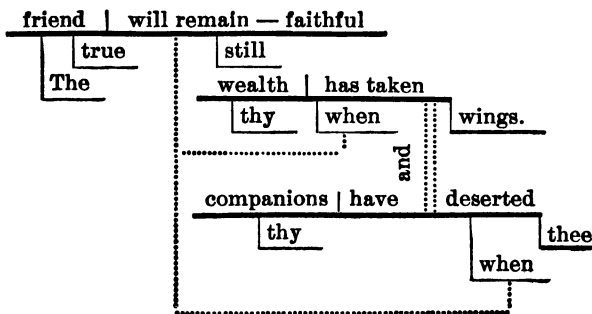
If the compound sentence has more than two members, many more varieties may be found

3. Write two compound sentences of each of the six varieties mentioned.

4. The clauses of a complex sentence may be of different classes, according to their form. If the sentence has but two clauses, the following varieties may be found:

1. Both clauses simple: Rhode Island was settled by Roger Williams, who had been expelled from Massachusetts.
2. One clause simple, the other complex: Milton did not educate his daughters in the languages, because he believed that one tongue is enough for a woman.
3. One clause simple, the other compound: When thy wealth has taken wings, and when thy companions have deserted thee, the true friend will still remain faithful.
4. One clause complex, the other compound: When thy wealth has taken wings, and thy companions have deserted thee, the friend that is true will still remain faithful.
5. Both clauses complex: When Lot had selected the valley through which the Jordan flows, Abraham dwelt on the hills that lie west of the river.
6. Both clauses compound: Christ came and the new era began when Greece had lost her greatness and the seeds of decay had been planted in the Roman Empire.

5. The following is the diagram of the third sentence in paragraph 4:



6. Write one complex sentence of each of the six varieties just mentioned.

LESSON II.

1. According to the use of the dependent clause (or clauses), there are many varieties of complex sentences. The dependent clause may be —

1. An adjective clause.
2. An adverb clause of time.
3. An adverb clause of place.
4. An adverb clause of degree; as, "He writes as well as he reads."
5. An adverb clause of concession.
6. An adverb clause of purpose; as, "We eat that we may live."
7. An adverb clause of cause.
8. An adverb clause of condition.
9. An adverb clause of specification; as, "We are anxious that he may succeed."
10. A noun clause used as subject.
11. A noun clause used as attribute complement.
12. A noun clause used as object.
13. A noun clause used as object of a preposition; as, "The prisoner has no idea of why he was arrested."
14. A noun clause in apposition with the subject.
15. A noun clause in apposition with the object; as, "The young man obeyed the commandment, 'Honor thy father and thy mother.'"
16. A noun clause in apposition with the attribute complement.

In the ninth example, many authors would supply "for this thing" after the word **anxious**, and make the clause in apposition with **thing**, but it is better to consider the clause an adverb modifying the word **anxious**. Other clauses of specification are

found in these sentences: "We are not certain that an open sea surrounds the North Pole." "The invalid is confident that he will recover."

It will be noticed that all these clauses of specification modify adjectives.

2. Write one complex sentence of each of the sixteen varieties just mentioned.

3. Write two complex sentences, each having two subordinate clauses.

4. Write two complex sentences, each having three subordinate clauses.

LESSON III.

1. The subject with all its modifiers is called by some the General Subject, by others it is called the Complex Subject, and by still others it is called the Logical Subject. In the same manner we have the General, Complex, or Logical Predicate.

2. Phrases are sometimes divided into Simple, Complex, and Compound.

3. A Simple Phrase is a single phrase.

A simple phrase may have one of its principal elements compound; as, "To Boston and New York." "Into and out of the house." "By reading books and magazines."

4. A Complex Phrase is one having one of its parts modified by another phrase; as, "On the Mount of Transfiguration." "Reading a book of poems."

5. A Compound Phrase is two or more phrases connected; as, "Going in and looking out." "To Boston and to New York."

6. Phrases are also Separable and Inseparable.

7. A Separable Phrase is one whose parts, or words, can be parsed separately.

8. An Inseparable Phrase is one whose words cannot be parsed separately; as, "at once," "at all," "in vain."

Once is not the object of **at**, but the two words should be parsed together.

Infinitives are inseparable phrases.

9. Write two sentences, each containing—

1. A prepositional phrase.
2. A participial phrase.
3. An infinitive phrase.
4. An adjective phrase.
5. An adverb phrase.
6. A noun phrase.
7. A simple phrase.
8. A complex phrase.
9. A compound phrase.
10. A separable phrase.
11. An inseparable phrase.

LESSON IV.

1. When a noun usually masculine or feminine refers particularly to a word and not to a person, it is of the neuter gender; as—

1. **Man** is masculine, because it denotes males.
2. Her name is **Lizzie**.

Man is neuter, because it refers to the word **man** and not to a person. **Lizzie** is neuter, because it refers to the name and not to the person.

2. Nouns taken from foreign languages without change generally retain their original plurals.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
alumna,	alumnæ;	focus,	foci;
formula,	formulæ;	radius,	radii;
nebula,	nebulæ;	stimulus,	stimuli;
vertebra,	vertebræ;	terminus,	termini;
automaton,	automata;	amanuensis,	amanuenses;
curriculum,	curricula;	analysis,	analyses;
datum,	data;	axis,	axes;
erratum,	errata;	basis,	bases;
genus,	genera;	crisis,	crises;
gymnasium,	gymnasia;	ellipsis,	ellipses;
phenomenon,	phenomena;	hypothesis,	hypotheses;
stratum,	strata;	parenthesis,	parentheses;
alumnus,	alumni;	thesis,	theses.

3. Some nouns from foreign languages have both an English and a foreign plural.

<i>Singular.</i>	<i>English Plural.</i>	<i>Foreign Plural.</i>
beau,	beaus,	beaux;
cherub,	cherubs,	cherubim;
formula,	formulas,	formulæ;
focus,	focuses,	foci;
gymnasium,	gymnasiums,	gymnasia;
memorandum,	memorandums,	memoranda;
medium,	mediums,	media;
radius,	radiuses,	radii;
spectrum,	spectrums,	spectra;
vortex,	vortexes,	vortices;

and some others.

4. Compounds of **man** form the plural by changing **man** to **men**; as, **Englishman**, **Englishmen**.

The nouns, **German**, **Musselman**, **talisman**, and **Turkoman**, not being compounds of the noun **man**, form the plural by adding **s**.

5. Compound words and combined words used as nouns pluralize the base or principal word of the expression.

Son-in-law — sons-in-law.

Duke of Wellington — dukes of Wellington.

King of England — kings of England.

Such nouns as the preceding add the sign of possession to the last word; as, "son-in-law's house," "Duke of Wellington's career," "somebody else's book."

6. Compounds ending in **ful** form the plural by adding **s**; as —

Cupful, cupfuls; spoonful, spoonfuls.

What is the difference between "three cupfuls of vinegar" and "three cups full of vinegar"?

7. When a noun plural in form refers to some word and not to objects, it is in the singular number; as —

1. **Books** is a common noun.

2. **Boys** is plural.

Books and **boys** are both singular, because each refers to a single word.

8. Some nouns, though always plural in form, are either singular or plural according to the meaning intended to be conveyed. Such are **odds**, **means**, **amends**, **wages**, and some others.

9. In forming the plural of proper names with a title, some authors pluralize the title; as, **the Misses Brown**. Others pluralize the name; as, **the Miss Browns**.

The latter method seems the better; but if the title belongs to each of two names, it should take the **s** in forming the plural; as, **Drs. Scott & Smith**.

10. Parse the words in black letter in these sentences :

1. How do **you** parse the word **boys** ?
2. **She** is a personal pronoun.
3. His title is **Duke of Marlborough**.

11. Write the possessive singular and the possessive plural of these nouns :

brother-in-law, queen of England, captain of the ship,
lieutenant-colonel.

12. Use in a sentence the possessive singular and the possessive plural of each of the words given in paragraph 5.

LESSON V.

1. Intransitive verbs and their participles, and transitive verbs in the passive voice, have the same case after them as before them when both words refer to the same person or thing. (This rule will explain **predicate nominative**.)

1. Pocahontas was married to an Englishman named John Rolfe.

John Rolfe is in the objective case, to agree with **Englishman**.

2. I want him to be governor.

Governor is in the objective case, to agree with **him**, the objective subject of **to be**.

3. To be right is better than to be President (is good).

President is in the objective case, to agree with **one or person** understood, the objective subject of **to be**.

There is a curious exception to the rule just given. A participle with the construction of a noun may have the possessive case before it and the nominative case after it; as, "**His being**

a scholar secured the situation." **Scholar** is in the nominative case although it and **his** refer to the same person. "Its being he should make no difference." **He** is in the nominative case after the intransitive participle **being**, while **its** is in the possessive case before the participle.

2. Appositive and predicate nouns need not agree with the principal term in gender, person, or number; as —

1. I am he.
2. He was eyes to the blind.
3. The Greeks, a synonym for brave men, gained a great victory over the Persians.

3. A noun may be in apposition with a phrase or clause, and a phrase or clause may be in apposition with a noun.

1. Her aiding me, a kindness I can never forget, was the cause of my success.
2. She aided me in procuring a situation, a kindness I can never forget.
3. This task, to teach the young, has its pleasures.

In the second sentence, **kindness** is in the nominative in apposition with the preceding clause, although the clause is not a noun clause.

4. A noun used independently is in the nominative —

1. By direct address; as, "**John**, come here."
2. By pleonasm; as, "**Cleveland**, he is President."
3. By exclamation; as, "What a **pleasure**!"
4. By subscription (as when signed to a letter or other written production).
5. Absolute; as, "The **snow** melting, the river rose."

In order to be in the nominative absolute, the noun or pronoun must be placed before a participle and must be independent of the remainder of the sentence.

5. Each of these sentences contains a noun or pronoun in the nominative, used independently. Pick out

each one, and decide whether it is nominative by direct address, pleonasm, exclamation, subscription, or in the nominative absolute:

1. The Pilgrim Fathers, where are they ?
2. Great and manifold are thy works, O Lord !
3. Mr. President: I rise to ask a question.
4. None but the brave deserve the fair.—*DRYDEN*.
5. The Lord of the Universe, he will hear their complaints.
6. What joy, what happiness !
7. The meeting having adjourned, the hall was soon deserted.

6. Write a sentence having—

1. A noun in apposition with a phrase.
2. A noun in apposition with a clause.
3. A phrase in apposition with a noun.
4. A clause in apposition with a noun.
5. A pronoun, objective after an intransitive verb.
6. A noun, nominative by direct address
7. A noun, nominative by exclamation.
8. A noun, nominative by pleonasm.
9. A noun, nominative by subscription.
10. A noun, nominative absolute.
11. A pronoun, nominative absolute.

LESSON VI.

1. In forming the possessive the additional **s** is sometimes omitted when its use would cause several successive sounds of **s**; as, **for conscience' sake**.

This omission of the **s** is not so common now as it was twenty years ago.

2. It should be remembered that when two apposi-

tives are in the possessive case, only one will take the sign.

1. This is Arnold's grave, the traitor. Better, "This is the grave of Arnold, the traitor."
2. Here rests his head upon the lap of earth, a youth to fortune and to fame unknown. (Youth is in the possessive case, in apposition with his.)

3. A noun or pronoun placed before a participle with the construction of a noun should be in the possessive case; as —

1. I am opposed to the gentleman's speaking again.
2. His being a good penman secured the position.
3. What do you think of my going to Europe?

Do these two sentences have the same meaning? "I am surprised at you studying Latin." "I am surprised at your studying Latin." May both be correct?

4. Each of the following sentences has one or two nouns in the objective case without a governing word:

1. He waited an hour.
2. The sun shines night and day.
3. Four times every year he visits his old home.
4. Corn has grown ten inches this month.
5. Good horses are worth one hundred dollars a head.

(Worth is an adjective, modifying horses. A may be a preposition, with head for its object, but most authors call a an adjective and parse head in the objective case without a governing word.)

6. Some land will produce eighty bushels of corn an acre.
7. Adams and Jefferson both died July 4, 1826.

5. Some verbs seem to take two objects meaning the same person or thing; as —

1. They made him king.
2. They chose him captain.
3. The people elected Harrison president.
4. The Dutch named the settlement New Amsterdam.

In these sentences **to be** may be supplied before the last object, making the first object the subject of the infinitive and the second object the objective attribute; thus, "They made him to be king." **Him to be king** is the object of **made**, **him** is the objective subject of **to be**, and **king** is in the objective case to agree with **him**.

6. When verbs of making, choosing, creating, electing, etc., take two objects, the one showing the result of the action is often called the **Factitive Object** (*fac*=make).

In the sentences given in paragraph 5, **king**, **captain**, **president**, and **New Amsterdam** are factitive objects.

Sometimes the factitive object may be an adjective; as, "The medicine made the child sick." Here **sick** modifies **child**, but it is called the factitive object by some. It seems to me, however, that neither **child** nor **sick** is the object of **made**, but that the real object is **child (to be) sick**.

REMARK.—Some call the factitive object "objective complement."

7. Some verbs seem to take two objects, one denoting a person and the other denoting a thing; as—

1. Aristotle taught Alexander philosophy.
2. The queen asked Ahasuerus a question.

In the first sentence, most grammarians call **philosophy** the object of the verb, and say that **Alexander** is the object of a preposition understood. In the second sentence, **question** is considered the object, and **Ahasuerus** is called the object of a preposition understood.

The Latin and the Greek grammars give such verbs two objects, and I see no reason why the same may not be done in English. As either **philosophy** or **Alexander** can be made the subject in the passive, it would seem that either can be considered the object of the verb. "Alexander was taught philosophy." "Philosophy was taught to Alexander." If we call both **philosophy** and **Alexander** the objects in the active voice, when **Alexander** is made the subject, **philosophy** can be parsed as the object of the passive verb. This is in harmony with the

classic grammars, and is fully as logical and sensible as to say "Alexander was taught (as to) philosophy," or "Ahasuerus was asked (as to) a question."

Another peculiar objective is found in such sentences as "He struck the rock a blow." **Blow** is undoubtedly in the objective case, and we cannot easily supply a preposition before it. Of course, **blow** is not the object of **struck** in the same sense that **rock** is, but there is something about **struck** that governs **blow** in the objective case.

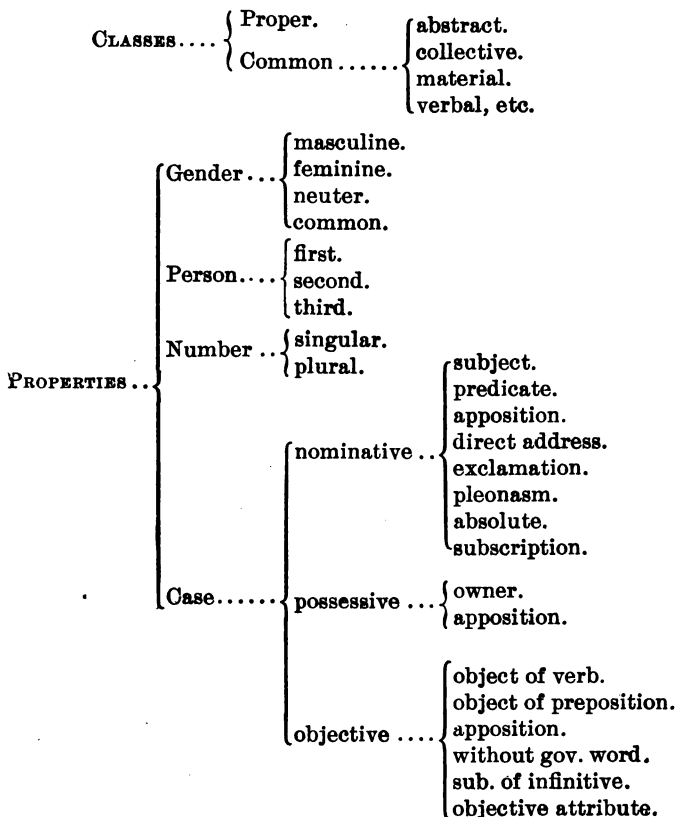
8. When pronouns follow interjections, those of the first person are usually in the objective case; as, "Ah! wretched me!"

Such objectives are not the object of the interjection, but are in the objective merely as a matter of custom.

Pronouns of the second or the third person following interjections are in the nominative case.

LESSON VII.

1. Study the following outline of the noun :



2. Write an essay on "The Noun," using the outline just given.

LESSON VIII.

1. In the following sentences the word **senator** is used in all the possible constructions of a noun:

1. Nominative:

- a. Subject of the sentence: The senator is speaking.
- b. In the predicate: Mr. Plumb is senator.
- c. In apposition: Mr. Plumb, the senator, lives in Kansas.
- d. Direct address: Senator, when will you return?
- e. Exclamation: O noble Senator!
- f. Pleonasm: The senator, what did he say?
- g. Absolute: The senator having concluded his address, the meeting adjourned.
- h. By subscription (signed to a letter or other written production).

2. Possessive:

- a. Owner: The senator's election is assured.
- b. Apposition: Mr. Plumb, the senator's, speech was printed in all the great dailies.

3. Objective:

- a. Object of a verb: The citizens honor the senator.
- b. Object of a preposition: I voted for the senator.
- c. Apposition: I saw Mr. Plumb, the senator.
- d. Without a governing word: The melon weighs forty pounds. (Nouns referring to persons cannot be used in the objective case without a governing word.)
- e. Subject of infinitive: I want the senator to succeed.
- f. Objective attribute: The people wished Mr. Plumb to be senator.

2. Pronouns can be used in most of the preceding constructions. Write sentences, using pronouns instead of nouns.

8. Diagram these sentences, and parse the words in black letter:

1. Tenderly her blue eyes glistened, long time ago.

In such sentences **ago** is usually parsed as an adjective modifying **time** (**ago time** = past time), but I believe that **ago** is an adverb modifying **glistened**, and the phrase **long time** modifies **ago**. Take this sentence: "It happened forty years ago." Now, if **forty years** modifies **happened**, and **ago** modifies **years**, the meaning is, "It happened for forty years." But the meaning is, "It happened ago (in the past) (to the extent of) forty years."

2. **Each** in his narrow cell forever laid, the rude forefathers of the hamlet sleep.
3. **Spring** coming, the general began the campaign.
4. **Ye** everlasting **peaks**! I am with you once again.
5. He looked a **sachem** in red blanket wrapt.
6. Every **why** hath a **wherefore**.
7. The **boast** of heraldry, the **pomp** of power,
And all **that** beauty, all that wealth e'er gave,
Await **alike** the inevitable **hour**:
The paths of glory lead but to the grave.
8. He was driven an **exile** from his native land.
9. Who would be free, **himself** must strike the blow.
10. Every sailor in the port
Knows that I have ships at sea,
Of the waves and winds the **sport**;
And the sailors pity me.
11. Where one lives as a **king**, many live as **peasants**.

as
⋮
many | live = peasants.

12. I wish it to be distinctly understood that I know
• nothing of his **whereabouts**.

LESSON IX.

1. A personal pronoun of the possessive form is often used without the name of the thing possessed; as, "This is yours, that is mine." Here the things possessed by **yours** and **mine** are not mentioned. Such possessive forms are sometimes called **Possessive Pronouns**.

If these words are called possessive pronouns, they should not be parsed as in the possessive case. In the above sentence **yours** and **mine** are both in the nominative case, used in the predicate. In "I have yours, you have mine," **yours** and **mine** are both in the objective case, object of **have**. *A possessive pronoun is never in the possessive case.*

If we supply the word that is understood (**book**, for example), the sentence becomes "I have your book, you have my book." Now **book** is the object of the verbs, and **your** and **my** are **personal** pronouns in the possessive case. This method is used by many authors. It should be stated, however, that we cannot always supply an understood noun; thus, in "A friend of mine," we cannot supply **friends** and say "A friend of my friends," because the meaning may be very different from the original. I prefer the term **possessive pronoun**, and I parse **mine** as the object of the preposition **of**.

Sometimes a noun may perform the same office as these possessive pronouns; as, "An uncle of John's." Here **John's** has the sign of possession, but is not in the possessive case, the idea of possession being indicated by the preposition **of**. **John's** is in the objective case although it has the sign of possession. (It is but just to state that some grammarians consider the above sentence incorrect, and change it to "An uncle of John"; but the expression has the sanction of good authority, and is in our language to stay.)

2. A Restrictive Clause is one that restricts the meaning of the word it modifies; as—

1. This is the horse that my friend bought. (The relative clause limits **horse** to one particular horse.)
2. I have the book that you mentioned.
3. The boy that was here yesterday is twelve years old.
4. The boy, who was here yesterday, is twelve years old.
(Not restrictive.)

In the fourth sentence, the hearers are supposed to know what particular boy is meant. The speaker starts out to inform them that the boy is twelve years old, but he gives the additional information (almost by way of parenthesis) that the boy was here yesterday. The hearers did not know he was here yesterday, so that the speaker gives information in both clauses. In such sentences, the relative clause is not restrictive.

In the third sentence, the hearers are not supposed to know what particular boy the speaker has in mind; several boys may have been mentioned previously. Therefore, the speaker informs them that the particular boy that was here yesterday is twelve years old. The relative clause does not give additional information; the hearers knew he was here yesterday, but did not know he is twelve years old. In such sentences the relative clause is restrictive.

Notice the punctuation of the third and the fourth sentence.

3. **That** should be used instead of **who** or **which** in restrictive clauses.

Many good writers and speakers do not follow this rule.

4. Appositives, participial phrases, and relative clauses, when not restrictive, are usually set off by commas.

5. Examine the relative clauses in these sentences, and select those that are restrictive:

1. I recently heard one of the best orators that live in America.
2. The diamond, which is pure charcoal, is a brilliant gem.

3. The diamond that the countess wore cost fifty thousand dollars.
 4. My friend was a member of the 53d congress, which expired March 4, 1895.
 5. My friend was a member of the congress that expired March 4, 1895.
 6. Listen to the song that nature sings.
 7. He was the drollest fellow that I ever saw.
6. Select the correct pronoun in these sentences :
1. He was the first (that, who) entered.
 2. This is the same story (that, which) we read before.
 3. It was not I (who, that) did it. (When the subject is it, the predicate pronoun is generally followed by *that*.)
 4. Was it you or the wind (who, that) shut the door ?
 5. All (which, that) I have is thine.
 6. Yesterday I met an old friend, (that, whom) I failed to recognize.
 7. Yesterday I met an old friend (that, whom) I failed to recognize.
 8. He sold his bay horse, (which, that) had been given to him.
 9. He sold the bay horse (which, that) had been given to him.
-

LESSON X.

1. **As** is used as a relative pronoun after **such**, **many**, and **same**.

1. I love such as love me. (We might say "who love me," but **as** sounds better than **who**.)
 2. Tears, such as angels weep, burst forth.—MILTON.
 3. I shall not learn my duty from such as he.
 4. As many as were called responded.
2. Give the construction of the relative **as** in each of the preceding sentences.

3. **But**, when equivalent to **that not**, is sometimes used as a negative relative pronoun.

1. Where breathes the foe but falls before us ?
2. There is not a man here but knows it.
3. There is no wind but soweth seeds of a better life.

4. The relative pronoun is frequently understood.

1. All the wealth he had ran in his veins.
2. Men will reap the things they sow.
3. Let not harsh words mar the good we might do here.
4. Take the goods the gods provide thee.
5. The orator we heard is from Kentucky.

5. The antecedent of a relative is sometimes understood.

1. Who steals my purse steals trash.
2. Whom the gods love die young.
3. Let him be who he may.

6. Parse the relative pronouns found in the sentences under paragraphs 3, 4, and 5.

7. In PART THREE the compound relatives **whoever** and **whosoever** were declined, giving the forms **whosever**, **whossoever**, **whomever**, and **whomsoever**.

Not all authors agree to this. Maxwell says, "**Whosoever** is the only compound relative declined." Harvey says, "Compound relatives are indeclinable." Notwithstanding the assertions of these eminent authors, I believe that the possessive and objective forms of **whoever** and **whosoever** are good English.

As a compound relative always performs two offices (its own, and that of its unexpressed antecedent), some persons have difficulty in deciding whether to use the nominative or the objective form when one office is nominative and the other objective. Take this sentence: "We shall purchase from whoever sells cheapest." **Whoever** is the object of **from** and the

subject of **sells**. As all relative pronouns are found in subordinate clauses, it is the office of the compound relative in the subordinate clause that determines its form. In the above sentence **whoever** is the subject of the subordinate clause, and therefore should have the nominative form. The understood antecedent is the object of **from** in the principal clause. If we supply the antecedent, the compound **whoever** should be changed to the simple **who**; thus, "We shall buy from him who sells cheapest."

In the sentence, "Whomever you select will go," the subordinate clause is "Whomever you select," and **whomever** is the object of **select**; therefore, it has the objective form. The principal clause is, "He (or that one) will go."

8. Fill these blanks with the proper form of the compound relative:

1. Select — you wish.
2. Give it to — wants it.
3. — lives long will find trouble.
4. The prize is for — wins it.

9. Observe that a relative pronoun is always in a dependent, adjective clause, and is always a connective. In the following sentences, **who** is not a relative, but an interrogative:

1. I know who did it.
2. Who is the legal speaker of the house has not yet been determined.
3. It has not yet been decided who discovered America.

There is an indirect question in each of the above sentences.

LESSON XI.

1. In the following sentences the pronouns agree with their antecedents. Examine carefully:

1. He is one of the best men that live in the city.
2. Every boy and girl must depend on himself.
3. All boys and girls must depend on themselves.

In such sentences as "It is you that will succeed," some grammarians say that it is the antecedent of **that**, and others say that **you** is the antecedent. Change the sentence to "It is you that (is, are) in the wrong." If **that** agrees with it, the verb **is** is correct; but if **that** agrees with **you**, the verb **are** should be used. I believe that the relative clause is restrictive and limits it, telling which particular it is **you**. At the same time, I believe the majority of good writers and speakers would use **are** as the predicate of **that** in the given sentence.

2. Select the correct sentence from each of these pairs:

1. { It is I that am standing here.
 { It is I that is standing here.
2. { It is they that were responsible.
 { It is they that was responsible.

3. Fill these blanks with the proper personal pronouns:

1. Neither of us is willing to give up — claim.
2. John and I have — lessons.
3. John and you have — lessons.
4. Each member of this class must have — own book.
5. Two or three of us have finished — work.
6. The mother, as well as the father, must do — part.
7. If you should find my horse or cow, please bring —
 to me.

4. Correct where necessary :

1. This is the friend which I love.
2. Thou art the man who has done the crime.
3. Take that book to the library, which I left on the table.
4. There was a bird caught by the fox, which was web-footed.
5. The prisoner was sentenced by the judge, who committed the crime.
6. This is the vice that I hate.
7. Jamestown was the first permanent settlement which was made in the United States by the English.

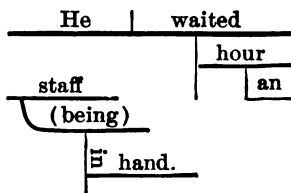
5. Correct the case forms where necessary :

1. Who will you select for secretary ?
2. Let (he, him) be (who, whom) he may.
3. A gentleman entered who I afterwards learned was the governor of the state.
4. A gentleman entered who I afterwards found out to be the governor of the state.
5. Who shall I go to ?
6. She who studies, the teacher will commend.
7. Give the letter to Henry, (he, him) who is standing by the gate.
8. I refer to Newton, he who discovered the law of gravitation.
9. You may guess who it was.
10. You may guess whom they elected.
11. Whom did you say was chosen ?

LESSON XII.

1. Parse the nouns and pronouns in these sentences :

1. He granted my request, an act for which I greatly esteem him.
2. He that formed the ear, shall he not hear ?
3. He waited an hour, staff in hand.



4. Next Anger rushed, his eyes on fire.
5. Whosoever will, let him come.
6. Whomsoever the governor selects shall receive the appointment.
7. Give the prize to whomever you deem most worthy.

2. The following is an outline of the pronoun :

Classes	{	personal	{ simple.
			{ compound.
		relative	{ simple.
			{ double.
			{ compound.
		interrogative.	
		adjective	{ demonstrative.
		{ indefinite.	
	possessive.		

Properties — Same as nouns.

3. Write an essay on "The Pronoun," using the outline just given.

LESSON XIII.

Diagram these sentences, and parse the words in black letter:

1. The noblest soul is **that which** chooses the right, not for gain or glory, but because 'tis right.
2. All prize most what they do not possess.
3. Happy is the man who has mastered the most difficult of life's problems, **namely**, the **problem** of living wisely and well.
4. We teach much when we are not teaching at all: unconscious **influence**.
5. Do and be, so nearly as in you lieth, what you would have your pupils do and be.
6. Education is the debt the present owes to future generations.
7. The comprehensive law of education is, "Exercise gives development."
8. I would rather be right with the **few** than wrong with the **many**.

Rather is an adverb, the comparative of an obsolete positive, **rath**, or **rathe**.

9. Friendship! mysterious cement of the soul, sweetener of life and solder of society.
10. My mind to me a kingdom is.
11. There is nothing great on earth but **man**; there is nothing great in man but mind.
12. Aristotle tells us that a statue lies buried in a block of marble.
13. I heard **that that** man **that was** expected has arrived.
14. Ill fares the land, to hastening ills a **prey**,
Where wealth accumulates and men decay.
15. Blessed is the man **whose** God is the Lord.

LESSON XIV.

1. Correct where necessary, and analyze these sentences:

1. Let not him boast that puts his armor on, but he that takes it off.
2. Oh, no, my child, 'twas not in war,
And him that kills a single man his neighbors all
abhor.
3. Let none touch it but they who are clean.
4. He is the man who was thought to be you.
5. He is the man who you were thought to be.
6. His is the language of the heart.
7. The time of prosperity will come: who doubts it?
8. I can make it clear that I am innocent.
9. Bring such books as will be needed.
10. Whom do people say won first place in the contest?

2. Write two sentences in which **as** is a relative pronoun.

3. Write two sentences in which **but** is a relative pronoun.

4. Write two sentences in each of which a relative pronoun is understood.

5. Write two sentences, each containing a restrictive relative clause.

LESSON XV.

1. When the article is used with two or more adjectives belonging to different nouns, the article should be repeated; as, "a large and a small house" (two houses.)

When the article is used in comparative expressions with **than**, if the nouns before and after **than** both refer to the same person or thing, the article should not be repeated; as, "He is a better soldier than statesman."

2. One adjective sometimes limits another; as, "a deep blue color."

3. An adjective sometimes modifies an adjective and a noun combined; as, "a good old man." **Good** modifies **old man**.

Notice the difference in the meaning of these expressions: "a good old man," and "a good, old man."

4. In such expressions as "two hundred bushels," some authors claim that **hundred** is a noun, modified by the adjective **two**, and that **bushels** is the object of the preposition **of** understood.

I see no reason why **two hundred** cannot be parsed together as one adjective, just as we parse **seventy-five**. **Three, six thousand, four dozen**, etc., all answer the question, "How many?" and should be treated as simple adjectives.

5. When adjectives are compared with **more** and **most**, nearly all authors consider **more** and **most** adverbs.

In **more joyful**, if we parse **joyful** as an adjective, is it not in the positive degree? Do not all agree that **more joyful** is the comparative degree of the adjective **joyful**? If both words are required for the comparative degree, why not parse them together? If we parse **more** by itself, why not parse **er** in **older** by itself? I prefer to parse **more joyful** and **most joyful** together.

6. When the comparative degree of a word is followed by **than**, the positive degree of the same word is understood in the subordinate clause, and **than** is a conjunctive adverb connecting the two clauses.

In "He is older than I am," **old** is understood after **am**, and the dependent clause, "I am old," is an adverb clause of degree, modifying **older**. **Than** connects the clauses and modifies **old**.

7. Good writers and speakers sometimes use the superlative when comparing only two objects, although such use is contrary to the rules of grammar.

8. A degree below the positive is sometimes made by adding **ish**; as, **blackish**, **greenish**.

9. When two or more adjectives are connected by conjunctions, the shortest and simplest should generally be placed first; as, "This tree is larger and more useful than that."

When adjectives thus connected are compared differently, some authors say they should be arranged as stated above, and that **more** or **most** should be placed before the first; as, "A more noble and righteous cause never existed." I believe it is better to say, "A nobler and more righteous cause never existed."

10. The word **like**, when used appositively or after an intransitive verb, is often an adjective, although some grammarians prefer to call it a preposition.

In "He is like his father," **like** is an adjective, modifying **he**, and **father** is the object of **to** or **unto** understood. Here, **like** has the meaning of **similar**. In "He, like the brave man he was thought to be, firmly held his ground," **like** is an adjective, used appositively, and modifies **he**. In "She can run like a deer," **like** is an adverb, modifying **can run**, and **deer** is the object of **to** understood. When **like** is an adverb, it means **similarly**, or in a similar manner.

I do not think that **like** is ever a preposition.

The words **unlike**, **near**, **nigh**, and **opposite** should be treated just as the word **like**.

11. **Less** should be applied to nouns of magnitude (bulk), and **fewer** should be applied to nouns of multitude (many); as, **less money, less water; fewer dollars, fewer gallons**.

12. **Many a** and **what a** should often be parsed together as one adjective; as, "Many a flower is born to blush unseen." "What a crash that was!"

What a is sometimes an adverb; as, "What a large parade that is!" **What a** is an adverb, modifying **large**.

13. **Old** has two forms for the comparative (older, elder), and two for the superlative (oldest, eldest). **Elder** and **eldest** are applied only to persons, but **older** and **oldest** are applied to persons, animals, or things.

14. **Further** and **furthest** come from **forth** (an adverb), and **farther** and **farthest** come from **far**.

LESSON XVI.

Correct the errors, and parse the words in black type :

1. Washington was a better statesman than a general.
2. This man of all **others** is most to be pitied.
3. The Russian Empire is more extensive than any nation on the globe.
4. He is a better disciplinarian than **teacher**.
5. The banner of the United States is a red, a white, and a blue flag.
6. Fire is a better servant than a master.
7. A rosy-faced and pale girl were seen sitting side by side.
8. A rosy-faced and a pale girl was seen in the company.
9. The pen is a mightier weapon than sword.
10. He was such a criminal that a few persons mourned his death.
11. Although he was unpopular, yet he had few friends.
12. Grief made her **insane**.
13. He was struck **dead**.
14. A good farmer keeps his horses **fat**.
15. All went **merry** as a marriage bell.
16. The hunter was so badly frightened that he turned **pale**.
17. Great is truth, and **mighty** above all things.
18. **Unheard**, because our ears are dull,
 Unseen, because our eyes are dim,
 He walks our earth, the **Wonderful**,
 And all good deeds are done to Him.
19. Give him this memoranda.
20. Jacob loved Joseph more than all his children.
21. This is a better furnished room than any in the house.
22. Noah and his family outlived all the people that lived before the flood.
23. The Civil War cost more men and money than any war the United States had.
24. Now comes the storm, **fierce** and **terrible**.

LESSON XVII.

1. A verb is sometimes combined with a preposition ; as, "This **must be attended to.**"

This combining does not often occur in the active voice. In "The mayor **must attend to this matter,**" **to** is a preposition, and **attend** is intransitive. In "This matter **must be attended to by the mayor,**" **to** is part of the verb, and **must be attended to** is a compound verb, transitive, passive. The verb **attend** will not take an object in the active voice, and is passive only with the aid of the preposition.

Other examples are :

1. He was laughed at by the boys.
2. The property was taken possession of. (Better: "Possession was taken of the property.")
3. The carriage has been sent for.
4. That should have been thought of.

2. A verb that, when joined to a subject, will form a complete predicate by itself, is called a Complete Verb ; as —

1. The baby sleeps.
2. Birds fly.

3. A verb that, when joined to a subject, will not form a complete predicate by itself, is called an Incomplete Verb.

The word used with an incomplete verb is called the Complement.

Most intransitive verbs are complete.

The intransitive verbs **appear, be, become, seem, etc.,** are incomplete, and require complements. These verbs are sometimes called Copulative Verbs.

The complement of a transitive verb in the active voice is its object. A transitive verb in the passive voice often takes a complement ; as, "He was considered **brave.**"

The complement may consist of more than one word; as, "Life is of short duration."

The complement is a noun, pronoun, or an adjective,

4. A Finite Verb is any mode or tense of the verb except the infinitives and the participles.

The definition for a finite verb might be, "any mode or tense that changes its form to agree with its subject." **Finite** means **changeable**—not **infinite**.

Infinitives and participles do not change their form to agree with their subjects or the words they modify. For this reason they are not finite.

5. **Can have** is usually given as one of the signs of the potential, present-perfect; but its use is very rare.

6. The so-called past tense of the potential mode does not express past time, but either present or future.

This tense is called **past** because in early English, or Anglo-Saxon, **might**, **could**, **would**, and **should** meant past time.

7. The imperative mode is conjugated only in the second person, but it may be found in either the first or the third person; as—

1. Turn **we** aside and rest awhile.
2. Be it resolved by this society.
3. Blessed be **he** that first invented sleep.

8. In some grammars the past tense, progressive form, is called the Imperfect (not finished) Tense; as, "He **was walking**."

9. Sometimes a progressive form is used in the passive voice; as, "The house is being built." "The lesson was being recited."

Some authors object to such forms, and prefer to use the active progressive; as, "The house is building." In these examples it is better to use the passive form (cumbersome as it is)

than the active. A few active forms have become so common that they can claim the sanction of good usage; as, "Wheat is selling for a dollar a bushel."

10. When we speak of a past action or event, and no part of the time in which it took place remains, we should use the past tense; but if there still remains some portion of the time in which it took place, we should use the present-perfect tense. Examples:

1. Science has made great advancement this century.
2. Many battles were fought during the eighteenth century.
3. I have been reading this morning. (It is not yet noon.)
4. I read this morning. (It is past noon.)

11. When two past actions or events are referred to, one of which must have occurred before the other, this sequence of time must be observed in the use of the tenses. Examples:

1. I went, but I have returned.
2. After Lee had been defeated at Gettysburg, he retreated into Virginia.
3. Napoleon reigned one hundred days after he had returned from the island of Elba.

12. Statements always true or always false should be expressed in the present tense; as —

1. Galileo believed that the earth **moves**.
2. Our fathers asserted that all men **are** created equal.

13. Correct where necessary, and parse the words in black letter:

1. He **was** well taken care of.
2. The actor **was** looked at by thousands.
3. **Be** it **known** to all men.
4. Corn is gathering all over the country.
5. I have built three houses last year.
6. I built three houses this year.
7. After we visited Paris we returned to the United States.
8. It was proved years ago that the air had weight.

LESSON XVIII.

SHALL, WILL; SHOULD, WOULD.

In many cases the correct use of these words is difficult to determine. It is a well-established fact that good writers and speakers do not agree in their use of these words. Where one good writer will use **would**, you can find another equally as good using **should**. Yet, a certain writer on English grammar boldly makes the assertion that carelessness or ignorance is the only excuse that can be offered for not using these words correctly. What that grammarian calls correct usage, some standard author may call incorrect.

Of course, in the more common uses of these words, the observing student need have but little trouble.

The primary meaning of **will** is purpose or determination, and the primary meaning of **shall** is obligation. **Shall** in the first person and **will** in the second and third simply foretell. **Will** in the first person expresses determination. **I will go** means that I am determined to go. **Shall** in the second and third persons means an obligation not controlled by the subject, but by some external influence. **You shall go** means that the act of going is not controlled by yourself. **You shall not assist me** means that you will be prevented by some one.

In interrogative sentences, **shall** denotes that the subject is under some external influence, and **will** denotes that the act is controlled by the subject. "Shall you be there?" might be answered by "Yes, if I am not prevented by circumstances." "Will you be there?" might be answered by "No; I do not care to go."

Bardeen's Composition gives the following forms in interrogative sentences:

Future of Expectation.

Will I (we) go?

Shall you go?

Will he (they) go?

Future of Determination.

Shall I (we) go?

Will you go?

Shall he (they) go?

Should and **would** follow in general the same rules as **shall** and **will**. **Would** is often used to express a strong wish; as, "Would that I were at home!"

The following is from Richard Grant White:

To my readers I shall venture to say that if they express hoping and wishing and the like with *will* and *would*, and command, demand, and mandatory desire with *shall* and *should*—for example, "I hope that Mrs. Unwin will invite them to tea," and "I wish that Mrs. Unwin would invite them to tea"; but "He commands that Mrs. Unwin shall invite them to tea," and "He desired that Mrs. Unwin should invite them to tea"; and, impersonally, "It is wished that no person shall leave his seat," and "It was requested that no persons should leave their seats"—they will not be far from right.

1. The following uses of **shall**, **will**, **should**, and **would** are correct:

1. I fear we shall have rain.
2. I fear he will neglect his business.
3. I shall enjoy the visit.
4. It is requested that no one shall leave the room.
5. I shall be obliged to discuss this subject.
6. Where shall you be next week?

7. When shall you go ?
8. It was intended that the army should march the next day.
9. We should be happy to see you.
10. I told him to stay, but he would come.

2. Fill each of these blanks with **shall, will, should,** or **would**, and give reasons :

1. He knew who — betray him.
2. What — I do ?
3. When — we finish this book ?
4. I — pay him to-day if he — demand it.
5. We — be pleased if you — favor us.
6. He was afraid that he — not succeed.
7. It — probably rain to-day.
8. — he be allowed to go on ?
9. If we — go to the concert, — we hear good singing ?
10. — that Crete were free !

LESSON XIX.

1. The subjunctive mode has but one tense, the present. In the verb **be** two subjunctive tenses are found, the present and the past.

Probably authors differ more in their discussion of the subjunctive mode than in the discussion of any other part of grammar. Some give this mode six tenses, some four, some three, some two, and some only a small piece of a tense.

In the classic languages, mode is a change of form ; that is, the verb has a different form for the different modes. Some grammarians adhere to this principle in English, while others claim that mode is a change of meaning, not a change of form.

If we examine the verbs in the sentences "I had gone" and "If I had gone," we shall find that the verbs are the same, and that the difference is made by the little word *if*. Now, as *if* is

not part of the verb, some say the verb in both sentences is in the same mode, the indicative. I believe this is the correct view of the matter. It certainly has the merit of simplicity.

Taking the view that mode is a change of form, there are but two subjunctive forms in each verb (except the verb *to be*): "If thou go," and "If he go." These are both in the present tense, singular; but, as not all persons and numbers of the tense are included, we can correctly say there is only a piece of a tense in the subjunctive. If we drop the *if* in the above sentences, *go* in the first must be changed to *goest*, and in the second to *goes*.

"If he walks" is indicative, and "If he walk" is subjunctive. The *s* is omitted from the verb in the subjunctive because the auxiliary *shall* or *should* is understood. "If he walk" means "If he shall (or should) walk." The subjunctive present denotes future time, and should not be used to denote present time. "If it rains" is indicative present, and denotes present time. "If it rain" is subjunctive present, and denotes future time.

In the verb *to be* there are two subjunctives: "If I be," and "If I were." The first is called present tense, but denotes future time; the second is called past tense, but denotes present time. As the passive voice always has in it some form of the verb *to be*, verbs in the passive voice can have two subjunctives, a present and a past; as, "If I be seen," and "If I were seen."

2. Write three sentences, each having a verb in the subjunctive—

1. Active, present.
2. Passive, present.
3. Passive, past.

3. The subjunctive is sometimes used in expressing a wish; as, "Would that my father were here."

In the above, *were* is subjunctive, past, but denotes present time.

LESSON XX

1. It is sometimes difficult to determine whether a collective noun should have a singular or a plural verb to agree with it.

In many cases the idea in the mind of the speaker will decide this question.

Collective nouns denoting persons are more frequently considered plural than those denoting things. It is better to say "The public are invited" than to say "The public is invited."

If the individuals perform the act separately, or in groups, it is better to have the verb plural; as, "A number of soldiers (at various times) have passed to-day, and the number at the fort is becoming large."

2. When a verb has two subjects taken separately, differing in number, the verb agrees with the subject nearest.

In such cases it is better to place the plural subject nearest to the verb; as, "Neither the captain nor the soldiers have arrived."

3. In such sentences as "John and his sister too is going," or "John and his sister also is going," the verb should be singular.

It will be observed that the speaker does not intend to convey the information that two are going. The hearer already knows that John is going, and the speaker adds that his sister is going also.

4. When two singular subjects connected by **and** are in apposition, the verb is singular; as, "The philosopher and statesman has gone."

The same is true when the subjects are not in apposition, if the latter is added to make the former more emphatic; as, "The head and front of my offense is this."

5. Often the number of the verb depends on the idea in the mind of the speaker rather than on the words he uses; as —

1. Why is dust and ashes proud ?
2. Seven hours is a long time to wait for a train.
3. Six dollars and seventy-five cents is too much.

In the first sentence, the speaker had in mind **man**, although he said "dust and ashes."

In the second sentence, the seven hours are thought of as one continuous period of time.

In the third sentence, the dollars and cents are thought of as one price.

6. As a rule, the phrase modifying the subject has no influence in determining the number of the verb, but in some cases it has. This is especially true when the subject is a fraction.

1. Nine-tenths of the men **were** lost.
2. Nine-tenths of the wheat **was** lost.

Both of the preceding are correct. In the first, **men** is a noun of multitude (composed of individuals); while in the second, **wheat** is a noun of magnitude (bulk). In like manner we have "Two-thirds of the water **is** unfit to drink," and "Two-thirds of the apples **are** rotten."

7. The verb **need**, when followed by **not**, forms the third person singular without adding **s**; as, "He **need not go**."

The verb **dare** is sometimes used in the same manner; as, "The prisoner **dare not speak**."

8. Correct where necessary:

1. Neither he nor you **was** there.
2. To reveal secrets or to betray one's friends **is** perfidy.
3. Eight horses **is** no part of twelve cows.
4. Eight **is** what part of twelve ?
5. There **was not** a little tact and shrewdness in the transaction.

6. He and his father were on the lost steamer.
 7. He and his father too were on the lost steamer.
 8. He as well as his father were on the lost steamer.
 9. One or more names are omitted from the list.
 10. Seven-eighths of the pupils are girls.
 11. Three-fourths of his hair are gray.
 12. Two hundred bushels of potatoes are often raised from one acre of ground.
 13. Forty bushels of wheat is sometimes obtained from one acre of ground.
9. Write at least two sentences to illustrate each of the first six paragraphs of this lesson.
-

LESSON XXI.

1. Correct where necessary, and parse the verbs:

1. To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
2. Though he slay me, yet will I trust him.
3. If he is a scholar, he is not a gentleman.
4. Had you come earlier, you could have seen him.
5. Whether he be poor or rich, he shall be punished for his crime.
6. Were he my own brother, I should not excuse his fault.
7. Although he is my brother, I would not trust him.
8. Unless a farmer sow, he must not expect to reap.

Notice that when a sentence begins with the subordinate clause, the pronoun will be in the principal clause and the antecedent in the subordinate clause.

9. I wish that he was wealthy.
10. We not only found the questions easy, but very diverting.

Notice that **questions** is not the object of **found**.

11. The knowledge of why they exist must be the last act of favor which time and toil will bestow.
2. Diagram the preceding sentences.

LESSON XXII.

1. The infinitive is sometimes used independently; as, "To tell the truth about the matter, I was not paying attention."

2. Not all infinitives are parsed as having subjects.

In "I have a book to read," **to read** is parsed as having the construction of an adjective, and nothing is said about its subject.

3. The infinitive has the construction of an adjective in such sentences as "I want my watch to run."

4. In PART THREE it was stated that the names **present** and **present-perfect**, as applied to infinitives, do not have reference to the time expressed by the infinitive, but to its form. The time of the present infinitive is the same as that of the finite verb in the same sentence, and the time of the present-perfect infinitive is previous to that of the finite verb.

You will often hear such expressions as "I hoped to have gone." Now, the finite verb **hoped** expresses past time, and, in accordance with the preceding rule, the present-perfect infinitive expresses time previous to the time the hoping was done; but we know that when the **hoping** was done the **going** had not yet been done. The sentence should be, "I hoped to go."

5. Participles do not have the construction of adverbs, although they sometimes seem to modify the predicate.

In "The Indians ran screaming in pursuit," **screaming** has the construction of an adjective (in the predicate), modifying

Indians, but in sense it seems to modify **ran**. The same is true in "He came running to me." **Running** is an adjective, belonging to **he**, although it appears to tell the manner in which he came.

In the classic languages, participles always have the construction of adjectives, and have the same gender, number, and case as the nouns or pronouns to which they refer.

6. When a participle is preceded by the article **the**, it seems to become a mere noun, and will take neither an object nor an adverb modifier.

We can say, "By reading good books we improve the mind." **Books** is the object of **reading**. But if we insert **the** before **reading**, we must use a preposition to govern **books**; as, "By the reading of good books we improve the mind." We can say "By walking rapidly," but we cannot say "By the walking rapidly."

7. The past participle, used in forming the passive voice, really has the construction of an adjective, modifying the subject.

In "The lesson was studied," **studied** belongs to **lesson**; it was a studied lesson. In parsing, however, **was studied** should be parsed together as the indicative, past, passive of **study**. **Was** can be parsed separately as the indicative, past, of **be**, and **studied** as the passive participle, past, of **study**, having the construction of an adjective, modifying **lesson**.

8. When a participle has the construction of a noun, and at the same time may have an object or an adverb modifier, it is called a **Gerund** by some authors.

9. Write four sentences, each containing a gerund.

10. Write a sentence having a participle with the construction of—

1. An adjective, not in the predicate.
2. An adjective, in the predicate.
3. A noun, having an object.
4. A noun, having an adverb modifier.

5. A noun, preceded by *the*.
6. A noun, used as subject.
7. A noun, used as object of a verb.
8. A noun, used as object of a preposition.

11. Write one sentence for each of the constructions mentioned in paragraph 10 (except the 5th), using infinitives instead of participles.

12. Write a sentence containing an infinitive used --
1. Independently.
 2. As an adverb, modifying a verb.
 3. As an adverb, modifying an adjective.
 4. As an adverb, modifying an adverb.

LESSON XXIII.

1. The following is the outline of the verb:

CLASSES.	{	As to form	{	regular.		
			{	irregular.		
	{	As to meaning..	{	transitive.		
			{	intransitive.		
	{		neuter.			
			defective.			
			redundant.			
			impersonal.			
			compound.			
			Other classes...			
		auxiliary.				
		complete.				
		incomplete.				
		finite.				
		infinite (?)	{	Infinitive ...	{	present.
				{	pres.-perfect.	
			{	Participle ...	{	present.
				{	past.	
					{	past-perfect.

PROPERTIES.	Voice	active.
		passive.
	Mode.....	indicative.
		potential.
		imperative.
		subjunctive.
Tense	Tense	present.
		present-perfect.
		past.
		past-perfect.
		future.
Person and number.....	Person and number.....	future-perfect.
		same as subject.

2. Write an essay on "The Verb," using the outline just given.

LESSON XXIV.

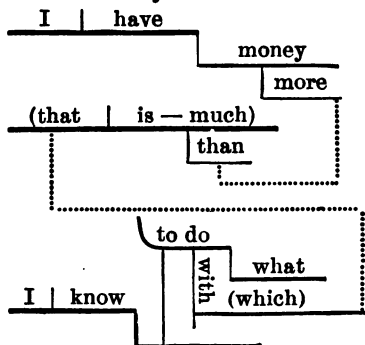
Diagram these sentences, and parse the infinitives and participles:

1. "Let me make the ballads of a nation," says Fletcher,
"and I care not who makes the laws."

The clause, **who makes the laws**, is the object of a preposition understood. **Care** is intransitive.

2. How glad I am to see you again!

3. I have more money than I know what to do with.



4. For a man to give his opinion of what he sees but in part, is an unjustifiable piece of rashness and folly.

The phrase *man to give*, etc., is the object of *for*. Some authors call for merely an introductory word in such sentences.

5. If you do not wish a man to do a thing, get him to talk about it.
6. Imperial Cæsar, dead and turned to clay,
Might stop a hole to keep the wind away.
7. Sorrow's crown of crowns is remembering happier things.
8. It is a custom more honored in the breach than in the observance.
9. The tree of liberty only grows when watered by the blood of tyrants.
10. Better to love amiss than nothing to have loved.
11. A sorrow shared is halved; a joy divided is doubled.
12. The auditorium is capable of seating three thousand people.
13. A persecutor who inflicts nothing which he is not ready to endure, deserves some respect.
14. A mountain rises there, called Ida, joyous once with leaves and streams, deserted now like a forbidden thing.
15. Some poets, before beginning to write a poem, wait to be inspired.

LESSON XXV.

1. Modal adverbs may be divided into—

1. Those of reasoning; *as, hence, therefore.*
2. Those of affirmation; *as, certainly, indeed.*
3. Those of negation; *as, not, nowise.*
4. Those of doubt; *as, possibly, perhaps.*

2. A conjunctive adverb modifies only one word, and that word is in the dependent clause.

It is often stated that a conjunctive adverb sometimes modifies two words, one in each clause, but it is much better to consider the entire dependent clause as the modifier of the word in the independent clause.

3. When a dependent adjective clause is joined to the independent clause by a conjunctive adverb, the adverb is sometimes called a relative adverb; as —

1. This is the place where (in which) the hero fell.
2. He lived in the land where the orange grows.
3. The Indians were driven to the reservation whence they came.

It will be noticed that a relative adverb is equivalent to a preposition with a relative pronoun for its object.

4. The words usually conjunctive adverbs are not always such.

In "I do not know where he lives," **where** is not a conjunctive adverb. It is an interrogative adverb in an indirect question, and modifies **lives**.

5. Sometimes it is difficult to decide whether a verb should be followed by a predicate adjective or an adverb modifier. The following sentences are correct:

1. The milk tastes sour.
2. The speaker's voice sounded shrill.
3. We arrived safe.
4. The grass looks fresh and green.
5. He appeared prompt.
6. He appeared promptly. (What difference in the meaning of these two sentences?)
7. I feel very bad.
8. The young lady looks sad.

In such sentences, when the word following the verb is used to express the condition of the subject, it should be an adjective. In the third sentence, **safe** does not tell the manner of our arriving, but our condition after we had arrived.

6. The adverbs **yes, no, amen**, etc., sometimes modify an entire clause or sentence.

7. The words **to-day, to-night, to-morrow**, etc.,

though usually called adverbs, are nouns in the objective case without a governing word.

Compare **to-morrow** and **Wednesday** in "He will come to-morrow," and "He will come Wednesday."

8. Such expressions as **as long as**, **as soon as**, etc., are not to be taken together as conjunctions.

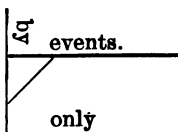
"He came **as soon as** he could." **Soon** is an adverb, modifying **came**; the first **as** is an adverb of degree, modifying **soon**; the second **as** is a conjunctive adverb, modifying **could (come)**, and connects the subordinate clause to the first **as**. The subordinate clause is an adverb clause of degree, modifying the first **as**. In "He reads **as well as** he writes," **as well as** is parsed just as **as soon as** in the preceding sentence. In "He, **as well as** his sister, is expected," **as well as** is parsed as a conjunction.

9. The word **the** is sometimes a conjunctive adverb.

In "The more I examined it, the better I liked it," the principal clause is, "I liked it the better." **Better** is an adverb, modifying **liked**. The first **the** is a conjunctive adverb, modifying **more** and connecting the dependent clause to the second **the**; **more** is an adverb of degree, modifying **examined**; the second **the** is an adverb of degree, modifying **better**; the dependent clause, "I examined it the more," is an adverb clause of degree, and modifies the first **the**.

10. An adverb sometimes modifies a preposition or a phrase.

1. Fools judge only by events.



2. The guard stood just below the gate.

3. The dogs were beaten nearly to death.

4. The sun shines even on the wicked.

5. The speaker went entirely beyond the limits of courtesy.

11. Write two sentences, each having—

1. A conjunctive adverb.
 2. A relative adverb.
 3. An adjective in predicate, denoting condition.
 4. **As** used as a conjunctive adverb.
 5. An adverb modifying a preposition.
 6. An adverb modifying a phrase.
-

LESSON XXVI.

1. In such sentences as "He came from over the sea," **from over** is usually called a compound preposition, having **sea** for its object. **From** can be considered a simple preposition, having the phrase **over the sea** as its object.

2. The preposition is frequently incorrectly omitted; as, "The ball is the size of an orange."

As the sentence reads, **size** is a predicate noun, and must therefore mean the same thing as the subject, **ball**. But the ball is not *size*; it has size, and is large or small. The sentence should read, "The ball is of the size of an orange." The phrase, "of the size," is an adjective phrase in the predicate, and modifies **ball**.

Other examples are:

1. There is no use trying.
2. It was the length of my arm.
3. What use is this to him?
4. He is worthy better treatment.

3. Some authors call **as** a preposition in such sentences as "I like him as a teacher," and "He came as an ambassador."

It seems much better to me, to call **as** in such sentences simply an introductory word. **Teacher** agrees with **him** in case, **ambassador** agrees with **he**. Even in "His reputation as a teacher is excellent," I believe **teacher** is in the possessive case, in apposition with **his**.

4. **Than** is sometimes called a preposition, but most authors agree that it is not.

In the sentence, "Than whom no one is wiser," **whom** is parsed as objective, used by a figure of speech for the nominative. I prefer to call **than** a preposition in this sentence, and to parse **whom** as its object. If we begin the sentence with the subject, the sentence will read, "No one is wiser than he (is)."

5. In such sentences as "Wheat is worth a dollar a bushel," some call **a** a preposition, used in the same sense as the Latin **per**.

6. The correct preposition to be used after certain words can be learned only by observing good speakers and writers. A few examples are given :

accuse of, confide in, die of, differ from, founded on, rely on.

7. Coördinate conjunctions generally connect similar constructions, such as verbs of the same mode and tense, two infinitives, two participles, etc.

1. Running and walking are good kinds of exercise. (Not running and to walk.)
2. To read and to write are the essentials of an education. (Better—reading and writing.)
3. Did he not tell me his fault and asked me to forgive him? (Incorrect—both verbs should have the emphatic form. Correct—"Did he not tell me his fault and ask," etc.)

When different modes and tenses are connected, it is better to repeat the subject; as, "He went, but (he) may return."

8. The word **or** is not a connective when it introduces an appositive, or explanatory word.

1. Cash or credit is necessary. (A connective.)
2. The Iron Duke, or Wellington, commanded the English and Prussians at Waterloo. (Not a connective.)

In the second sentence, *or* is merely introductory, and can be omitted. When *or* is thus used, I think it ought to be preceded by a comma, but authors do not agree in doing so.

9. Write two sentences in which —

1. A preposition is incorrectly omitted.
2. Some authors would call *as* a preposition.
3. The two uses of *or* are illustrated.

LESSON XXVII.

1. In each of these sentences there is an adjective phrase used as attribute complement:

1. Europe was at war.
2. This lady is of royal blood.
3. Life is of short duration.
4. The passions of some men seem under no control.
5. The whole community is of the same opinion.
6. In slumbers of midnight the sailor-boy lay.

Many carelessly parse the phrases in the preceding sentences as adverb phrases.

Remember that a preposition shows the relation of its object to the word that the phrase modifies.

2. Write five sentences, each containing an adjective phrase used as attribute complement.

8. Parse the prepositions in the sentences given in paragraph 1.

DIFFICULT SENTENCES ANALYZED AND PARSED.*

1. The citizens believe that they are not in the wrong.

"In the wrong" is a prepositional, adjective phrase, modifying **they**. **In** shows the relation of **wrong** to **they**.

2. He lived so as to win the esteem of all his neighbors.

This is a complex sentence, of which "He lived so" is the principal clause, and "to win the esteem of all his neighbors" is the subordinate clause. The predicate of the subordinate clause is understood, the full clause being, "to win the esteem of all his neighbors (is, or requires)." The subordinate clause is an adverb clause, modifying the adverb **so**. **As** is a conjunctive adverb, modifying the predicate of the subordinate clause, and connecting the two clauses. (Some authors may call **as** a relative pronoun in this sentence.)

3. He fell in love.

Fell does not have its usual meaning here, but means nearly the same as **became**. **In love** is an adjective phrase, and forms part of the predicate.

4. He fell to laughing like one out of his right mind.

Fell to is a compound verb, used with the meaning of **began**. **Laughing** is the object of **fell to**. **Like** is an adverb, modifying **laughing**. **One** is the object of **to** or **unto** understood.

5. I am done.

This idiomatic expression is passive in form, but is not passive in fact. **Done** is an adjective.

6. I am through eating.

Through is an adjective, used as **done** in the preceding sentence is used. **Eating** is the object of a preposition (with) understood.

*The remainder of the book is not divided into lessons.

7. It was to me that he spoke.

This sentence is correct idiomatic English, but it cannot be disposed of by the rules of grammar. It is equivalent to "It was I to whom he spoke," which is easily analyzed.

8. The swans on still St. Mary's lake float double, swan and shadow.

Double is an adjective in predicate. **Swan** and **shadow** are predicate nouns of another clause—"They float swan and shadow."

9. Be of the same mind, one toward another.

Of the same mind is an adjective phrase. **One** may be parsed as the subject of another clause—"One be of the same mind toward another." **Toward another** probably modifies **mind**.

10. In order to succeed in any undertaking, one must put heart in his work.

In order to succeed means the same as **to succeed**, and I believe it may all be taken as the infinitive. Some will prefer to call **in order** a preposition, and parse **to succeed** as its object.

11. Texas is more than three times as large as Kansas.

A complex sentence. "Texas is more" is the principal clause. The subordinate clause, "(Extant) three times as large as Kansas (is much)," modifies **more**. **Than** is the connective, a conjunctive adverb. Of the subordinate clause, **extent**, understood, is the subject, modified by **large**. **Large** is modified by **as**, an adverb of degree. **As** is modified by **times**, a noun in the objective case without a governing word. **As** is also modified by the subordinate clause, "Kansas (is large)." The second **as** is a conjunctive adverb, connecting the clause, "Kansas is large," to the first **as**, and modifying **large**.

Analyze these sentences, and parse the words in black type:

1. **Whoso** sheddeth man's blood, by man shall his blood be shed.

2. If the world be worth thy winning, think, oh! think it worth enjoying.

Worth is an adjective.

3. **My** Antonio, I am all on fire.
 4. **My!** Antonio, I am all on fire!
 5. **My** Antonio, I am standing on fire.
 6. It is **better** to be right than to be **president** (is good).
 7. It is easier to be (he, him) than to be **myself**.

Many will parse **president** and **myself** in the nominative case. Think carefully.

8. A few suggestions will be of **practical** value.
 9. Outward conduct is of little **value** except as an indication of inward thinking.

Except is a preposition, having indication as its object. **As** is merely introductory.

10. Yet outward conduct **must** be looked to as the most faithful **expression** of feeling.
 11. He fell asleep.
 12. The dollars and cents **are** thought of as one **price**.
 13. They love **each other**.

Each may modify **other**, but the better way is to parse it in apposition with **they**.

14. They love **one another**.
 15. I am a very foolish, fond old man, **fourscore** and **upward**.
 16. The light burns **dim**.
 17. The fisherman stood **aghast**.
 18. To the Druids, the mistletoe, a parasitic evergreen **plant** growing on certain trees, seemed especially **sacred**.
 19. For mine own part, I shall be glad to learn of noble **men**.
 20. The less you have to do with firearms, the better.

The entire sentence is, "(It is) the better, the less you have to do with firearms." **Less** modifies some noun (care, attention) understood, the object of **have**. **To do** has the construction of an adjective, and modifies the understood noun. Some may consider **less** the object of **have**.

21. He is expected to **come**.

To come has the construction of an adjective.

22. A beautiful behavior is better than a beautiful **form**.
 23. Truth, **crushed** to earth, shall rise again.
 24. Orators **are** like the wind.

25. These are Olan-Alpine's warriors true;
And, Saxon, I am Roderick Dhu.
26. Some are born great, some achieve greatness, and
some have greatness thrust upon them.
27. **What** you make of life it will be to you.
28. **Where** your treasure is, **there** will your heart be also.
29. True honor, **as defined** by Cicero, is the concurrent
approbation of good men.
30. I remember **its being done**.

Being done has the construction of a noun in the objective case.

31. I have found a plant **answering** to the description.
32. I remember, I remember, the house **where** I was
born.
33. **Since then**, he has resided in Virginia.

Is **since** a preposition?

34. He who judges least, I think, is he who judges best.
35. I am sorry **to hear** it.
36. Do not expect **to govern** others unless you have
learned how to govern yourself.
37. The predominant passion of Franklin seems **to have
been** the love of the useful.
38. His conduct was, under the circumstances, **in very
bad taste**.
39. Columbus felt that **there was** a continent **to be dis-
covered**.
40. That ought **to have been thought of**.
41. For a man **to confess** his faults is noble.

The object of **for** is **man to confess his faults**. **Man** is the objective subject of **to confess**. A noun is not the object of a preposition and the objective subject of an infinitive at the same time.

Correct where necessary, analyze the sentences, and parse the words in black type:

1. We should not be overcome totally by present events.
2. He lived in a manner agreeably to the dictates of
reason and religion.
3. Be so kind **as to read** this letter.
4. They need not be alarmed.

5. He is not rich, but is respectable.

When in the course of the sentence we pass from the affirmative to the negative, or the contrary, the subject should be repeated.

6. Anger glances into the heart of a wise man, but will rest only in the bosom of fools.

Remember that coördinate conjunctions usually connect same cases, modes, tenses, etc.

7. To profess regard and acting differently mark a base mind.

8. He was a teacher, but is now a lawyer.

9. It is no more but **what** he ought to do.

10. Neither good nor evil come of themselves.

11. Trust not him whom you know is dishonest.

12. Trust not him who you know to be dishonest.

13. It is so clear as it needs no explanation.

14. This word is only found in Shakespeare.

15. There are oak trees and walnut trees in that grove ;
on the former are walnuts, and on the latter are acorns.

16. An oak tree and a walnut tree are standing on the hill ; the one bears walnuts, and the other bears acorns.

17. Cato, before he **durst** give himself the fatal blow, spent the night in reading Plato's Immortality.

18. None knew thee but to love thee.

19. Somebody told me, but I forget whom.

20. Would that my brother was here.

21. I rely on your coming in good season.

22. We learned that the air was composed of two gases.

23. Great benefits may be derived from reading of good books.

24. A fondness for display is, of all other follies, the most ridiculous.

25. No one (beside, besides, except) the immediate family was present at the funeral.

26. Six months' interest are due.

27. He is a friend of the teacher's.

28. You might come for at least a (few, couple of) days.

29. Here is a fresh basket of eggs.

30. If fresh milk seems to make the child sick, boil it.

31. **Slow** rises worth by poverty depressed.

SENTENCES FOR ANALYSIS AND DIAGRAMMING.

1. No man is so wise that he cannot learn more.
2. Flowers are like familiar friends that we love to meet.
3. The crocodile is so difficult to kill that people are apt to imagine that the scales have resisted their bullets.
4. He that cannot forgive others breaks the bridge over which he himself must pass.
5. He that observeth the winds shall not sow, and he that regardeth the clouds shall not reap.
6. The faster you go, the sooner you will reach home.
7. Nitrous oxide, or laughing-gas, produces insensibility.
8. No man is so fortunate as always to be successful.
9. We know what we are, but we know not what we may be.
10. From the lowest depths there is a path to the loftiest height.
11. "Nothing," says Quintilian, quoting from Cicero, "dries sooner than tears."
12. We look for a new heaven and a new earth wherein dwelleth righteousness.
13. Murmur not, O man! at the shortness of time, if thou hast more than is well employed.
14. We may not be able to accomplish all we desire, but shall we therefore sit still with folded hands?
15. It is true that the sun pours down his golden flood as cheerily on the poor man's cottage as on the rich man's palace.
16. The Chinese pitcher-plant is quite common in Ceylon, where it is called the monkey-cup, because the monkeys sometimes open the lid and drink the water when there is no spring of water where they can quench their thirst.
17. 'Tis with our judgments as with our watches: none go just alike, yet each believes his own.
18. It was Watt who told George II. that he dealt in an article of which kings were said to be fond—power.
19. Nor is it given us to discern what forged her cruel chain of moods, what set her feet in solitudes.

20. Both Pitt and Wellington were great men ; the former in peace, the latter in war.
 21. You cannot teach an old dog new tricks.
 22. I was told this story while we were traveling in Egypt.
 23. He was offered a large sum of money for his vote.
 24. And the voice that was calmer than silence said,
"Lo, it is I ; be not afraid."
 25. Be it ours to hope and to prepare, under a firm and settled persuasion, that, living and dying, we are his.
 26. He made no secret of my having written the review.
 27. Teach me to hide the fault I see.
 28. The ship was lost sight of in the darkness of the night.
 29. All persons are forbidden to trespass on these grounds.
 30. At midnight, in his guarded tent,
The Turk lay dreaming of the hour
When Greece, her knee in suppliance bent,
Should tremble at his power.
 31. There is no need that she be present.
-

Correct where necessary, analyze, and diagram :

1. All are gone but him and me.
2. He is the man whom I told you about.
3. They came just behind father and I.
4. Richard is himself again.
5. It was the one whom you said it was.
6. God seems to have made him what he was.
7. A horse costs three times as much as a cow.
8. As many as came were satisfied.
9. Such as are virtuous are happy.
10. The fugitive threatened to shoot whomever tried to stop him.
11. I knew the man who the general appointed captain.
12. You cannot reap until after you sow.
13. The higher the bird flies, the more out of danger it is.
14. Of all the other Roman orators, Cicero is most renowned.
15. I have no other hope but this.
16. A whole month has passed since you have arrived.
17. The Mississippi has been very high this year.
18. The Ohio has been very high last month.

COMPOSITION.

Our best literary productions are made up of a judicious combination of simple, complex, and compound sentences, and of many varieties of each. Too many short, simple sentences break the sense too often, and a succession of complex or compound sentences is tiresome to the reader or the listener.

Pupils should have much practice in expanding and combining short statements, and in contracting and breaking up long sentences. They should also have much drill in expressing the same thought in different ways. Any reading-book or magazine will furnish good material for such exercises. A few examples are given :

This old soldier receives a pension. He was wounded.

1. This wounded soldier receives a pension.

2. This old soldier, having been wounded, receives a pension.

3. This old soldier, having received a wound, draws a pension.

4. This old soldier receives a pension, because he was wounded.

5. Because this old soldier was wounded, he receives a pension.

6. This old soldier was wounded, and he receives a pension.

7. This old soldier, who was wounded, receives a pension.

8. Having been wounded, this old soldier receives a pension.

1. The river was high. It rained very hard. The bridge was carried away.

2. The country on both sides of the lower Mississippi is very low. The country is protected by levees. These levees sometimes break.

3. We crossed the ocean in a large steamer. We landed at Liverpool. The steamer's name was *City of New York*. Liverpool is in England.

4. A good composition contains many different kinds of sentences. Therefore, pupils should be familiar with many kinds of sentences.

Change these simple sentences to complex:

1. Honest people will be trusted.
 2. I expected him to go.
 3. Quarrelsome persons are disagreeable.
 4. With patience he might have succeeded.
 5. The manner of his escape is a mystery.
 6. The clouds having passed away, the sun shone again.
 7. After sunset the rain fell in torrents.
 8. I believe him to be honest.
 9. By trying to rescue the child, he was drowned.
-

Many books on grammar and composition contain a long list of subjects for written work, but every teacher can select topics better adapted to the needs of his class than those selected by any author. For this reason, but few topics are given here.

I. THE ADVENTURES OF A PENNY.

Tell where the material was found.

Tell where and when it was coined.

Who first obtained it from the mint, and how.

How many times it has been spent, and what for.

Where it is now, and its probable future.

II. THE LIFE OF A CANARY BIRD.

Imagine a canary bird telling all about what has happened to him from the first day of his life.

Where he has lived.

The scenery and climate of his native home.

What he has done.

What he thinks of some of the people he has seen.

III. THREE PEOPLE.

Imagine three people in a room. Describe and name them.

Tell what they are doing, and what they are talking about.

Tell some of the things they say.

Tell where they go as they leave the room.

IV. A BROOK.

Describe a brook winding about among the meadows and through the woods.

Tell where it starts from.

What it finds on its way.

Describe the flowers and trees on its bank.

Tell about a shady pool in one place, and what is found in it.

Tell about a shallow place with pebbles on the bottom.

Tell how people cross it.

What makes it grow larger. Where it finally goes.

V. IF I COULD DO AS I PLEASED.

Imagine that you are now able to do just what you please; state several things that you would do, and give your reasons for doing them.

VI. COLUMBUS.

Imagine that you were a companion of Columbus.

Describe his efforts to procure aid, the preparation for the voyage, the voyage, the discovery of land, the appearance of the country and its inhabitants, the return, the reception in Spain.

All the preceding subjects require the use of the imagination, but subjects for real description and true narration are easily found.

CAPITALS.

A capital letter should be used —

1. For the first letter of every sentence.
 2. For the first letter of every proper noun.
 3. For the first letter of every line of poetry.
 4. For the first letter of every direct quotation.
 5. For the first letter of every abbreviation that represents a proper noun.
 6. For initials that represent proper nouns.
 7. For the words **I** and **O**.
 8. For the first letter of all names applied to the Deity.
 9. For the first letter of a strongly personified object;
as, "Come, O life-giving Hope!"
-

PUNCTUATION.**COMMA.**

The comma should be used —

1. To separate the name of the person addressed from the remainder of the sentence.
2. To separate the words of a series. The word **and** is seldom used in a series, except between the last two, but if **and** is used between every two, no comma should be used.
3. To separate two adjectives modifying the same noun when **and** is omitted.
4. To show omission of a word or words, especially in writing a name and its address, and dates; as,
John Wilson, Boston, Mass.; July 4, 1896.
5. To set off words, phrases, and clauses out of their natural order, and non-restrictive clauses.
6. To set off a noun clause used as attribute complement.
7. To set off a noun clause used as the subject, if it is long, or if it ends with a verb.
8. To set off parenthetical expressions.
9. To set off appositives, unless short and used as part of the name.
10. To set off participial phrases and relative clauses when not restrictive.

11. After *as*, *to wit*, *namely*, etc., when they introduce examples or illustrations.
12. To separate pairs of words joined by conjunctions; as, "Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote."

PERIOD.

A period should be used —

1. At the close of each declarative and imperative sentence.
2. After each initial.
3. After every abbreviation.

INTERROGATION POINT.

The interrogation point should be used at the close of every interrogative sentence.

The interrogation point is not used at the close of an indirect question; as, "He asked me if I knew who wrote the book."

EXCLAMATION POINT.

The exclamation point should be used after interjections (except *O*), and usually at the head of exclamatory phrases and sentences.

THE SEMICOLON.

The semicolon should be used —

1. Before *as*, *to wit*, *namely*, etc., when followed by examples or illustrations.
2. To separate clauses having parts separated by commas.

THE COLON.

The colon is used —

1. Before a quotation when formally introduced by *thus*, *as follows*, etc.
2. Usually after the complimentary address at the beginning of a letter; as, "Dear Sir: In answer to yours," etc.

THE HYPHEN.

The hyphen is used —

1. Between syllables when they are divided at the end of a line.
2. To join the parts of a compound word.

QUOTATION MARKS.

Quotation marks should be used to inclose words and sentences taken from another.

A quotation within a quotation is inclosed by single marks.

Notice the location of the interrogation point and quotation marks in these sentences:

1. Did you hear the boy say, "Let me go" ?
2. He heard the boy say, "Where am I?" .

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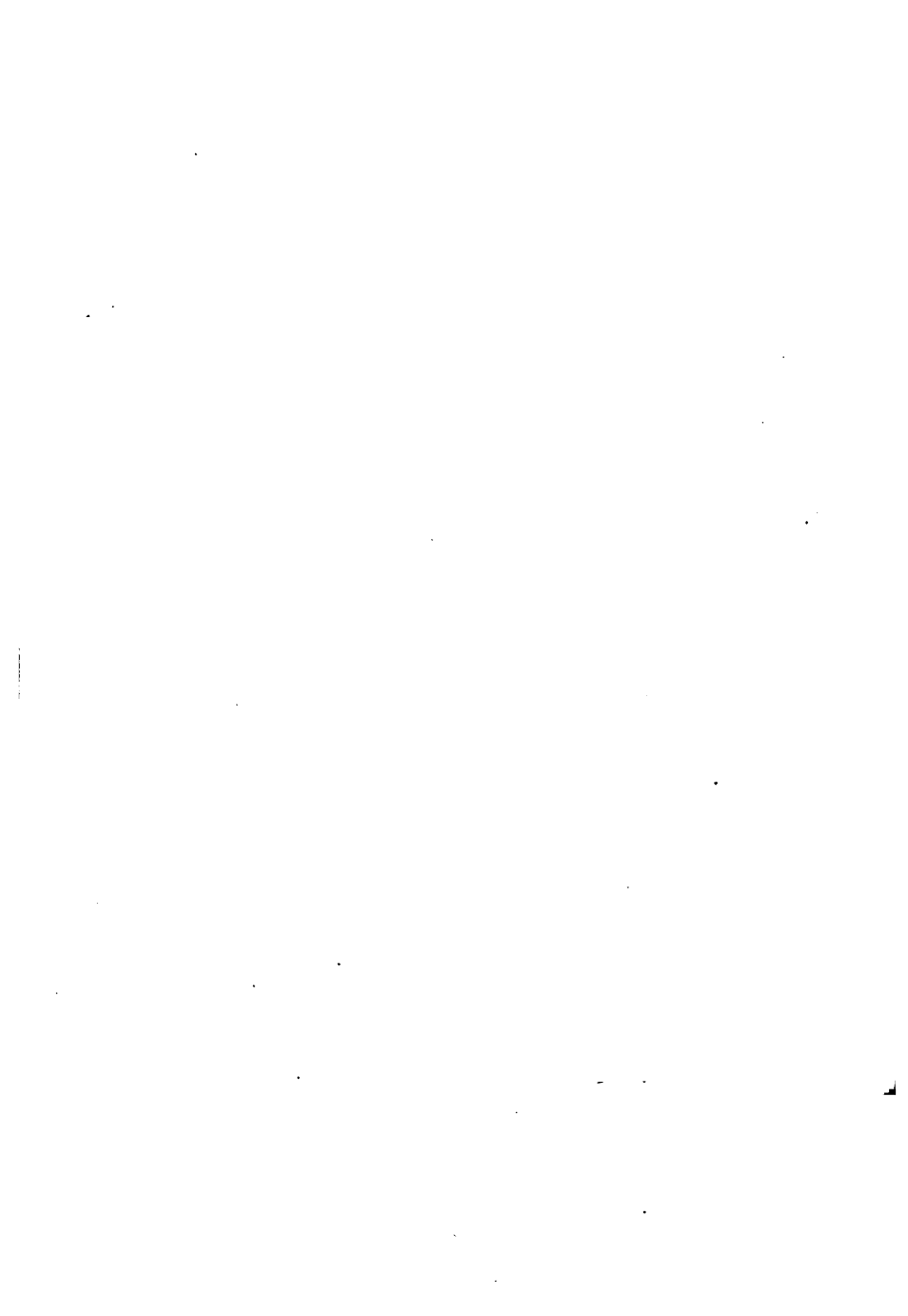
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